DOCUMENT RESUME

ED 285 267 EA 019 610

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TITLE Self-Study Implementation Manual.
INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia.
REPORT NO IPS-614-87
PUB DATE Jun 87
NOTE 125p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Educational Assessment; Elementary Secondary Education; *Instructional Improvement; *Program Evaluation; *Program Implementation; *Program Improvement; *State Legislation
IDENTIFIERS Washington (Olympia)

ABSTRACT

In 1985, Washington State Legislature passed a law mandating that each Washington school conduct a self-study by 1990-91 and every seven years thereafter. The intent is to enhance education through school improvement. This manual illustrates a model self-study process and provides a "tool kit" of implementation aids. The first section introduces the self-study process and objectives, outlines the recommended state model, and provides a flow chart of suggested activities. The second section details self-study steps, such as establishing a steering committee and subcommittees, designing the assessment survey and data collection method, administering the survey, analyzing data, making recommendations to the steering committee, and preparing improvement plans. Two optional steps are also appended. The fourth section contains a "tool kit" consisting of sample forms, checklists, guidelines, timelines, program evaluation criteria, and other aids. Another section answers most commonly asked questions about the self-study process. The final section presents the text of Chapter 180-53 WAC, the Washington educational self-study law. (MLH)

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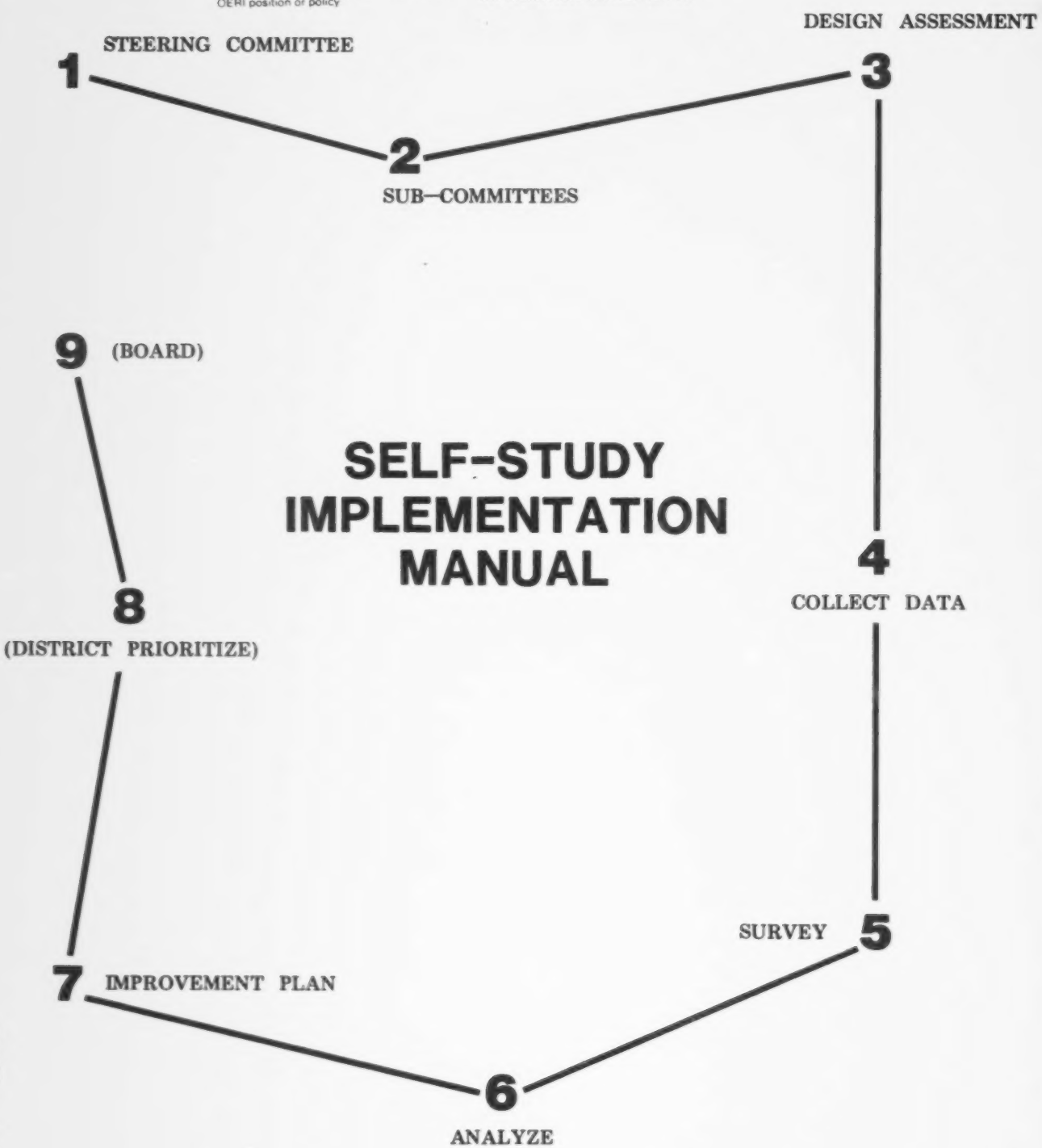

EA 019 610

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SELF-STUDY IMPLEMENTATION MANUAL

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June, 1987

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A MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

The Self-Study Program is beginning its third year. There have been extensive training workshops conducted in all ESDs over the past two years.

In response to the continuing needs of local schools conducting self-studies, the Office of Superintendent of Public Instruction has developed this implementation manual as technical assistance and guidance.

It is my hope that all educators in the state will find this handbook a valuable resource for developing and conducting an effective self-study resulting in the best schools for our children.

Sincerely,

Frank Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

FBB:blm

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ACKNOWLEDGMENTS

Special thanks to the individuals and groups who shared information, expertise and materials for this handbook.

Nancy Nicholson
Cathy Hardison
Todd Herberg
Dick Yule
C. E. Redfield
Bob Irvine
Terry Lindquist
Bev Henderson
B. J. McCauley
Donna Hughes
Margaret Jackson
Mitch Denning
Pat Wasley
Jill Jacoby
Chuck Blondino
Jim Kiefert
Dick Neher
Carol Anderson
Dolores Heisinger
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Washington Equity Network

Washington Library Media Association

Washington's High Technology Educator's Network

Washington School Counselor Association

Traffic Safety Education

State Advisory Committee for Gifted Education

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INTRODUCTION

In 1985, Washington State Legislature passed the self-study law, WAC 180-53. This law mandates that each school in the state of Washington conduct a self-study by 1990-91 and every seven years thereafter. The intent of this legislation was to set in place a process to enhance education through school improvement.

The objectives of the self-study process are to:

1. Achieve educational excellence and equity;
2. Build stronger links with the community; and
3. Reach consensus upon educational expectations through corresponding school management.

The legislation specifies that each school will study itself for purposes of developing a school improvement plan. In studying itself, each school must conduct a needs assessment in six required areas with the participation of parents, community, staff, and students (where age appropriate).

There are a variety of other reasons for conducting a self-study:

1. To build public confidence ("We're doing a good job but we want to do better!");
2. To increase student achievement;
3. To change in a planned and systematic way;
4. To take charge in a proactive way of school climate and the learning environment;
5. To communicate with the public;
6. To provide information for decision makers;
7. To provide additional satisfaction to participants; and
8. To improve the existing program.

Except for following broad state guidelines, the self-study process is managed at the individual building level as directed by district requirements.

Chapter 180-53 WAC is contained in the appendix and sets forth the self-study requirements.

Our school communities want us to be the best we can. A large number of recent reports and commissions have found schools as a group to be in need of improvement. The idea that we can buy a new textbook series, purchase new machines, or attend a workshop on the latest trend and thereby make a significant, long-lasting change has been found inadequate. School improvement lies in being proactive in a carefully planned and supported process for school change. The self-study process <u>doesn't require perfection</u> in the beginning, but rather a continuing, evolutionary process of change. This process allows us to determine what we are doing well, celebrate it, and communicate it to our communities. It also allows us to determine and prioritize areas that we want to improve.

The self-study is an excellent vehicle and a common information base for decision-making within the school and with the various school communities.

RECOMMENDED STATE MODEL

STEP 1

ESTABLISH A BUILDING STEERING COMMITTEE.

STEP 2

ESTABLISH SUB-COMMITTEES.

STEP 3

STEERING COMMITTEE SELECT/MODIFY/DESIGN AN ASSESSMENT SURVEY OR OTHER DATA COLLECTION PROCESS AND PROVIDE TRAINING.

STEP 4

STEERING COMMITTEE COLLECT APPROPRIATE EXISTING DATA . . . AND DISTRIBUTE TO APPROPRIATE SUB-COMMITTEE FOR ANALYSIS.

STEP 5

STEERING AND SUB-COMMITTEE ADMINISTER SURVEY TO STAFF, PARENTS, COMMUNITY MEMBERS AND STUDENTS OR USE THESE GROUPS TO PROVIDE THE ASSESSMENT.

STEP 6

SUB-COMMITTEES ANALYZE ALL DATA.

STEP 7

SUB-COMMITTEES RECOMMEND TO STEERING COMMITTEE, STEERING COMMITTEE PREPARE BUILDING PLAN FOR IMPROVEMENT, PRIORITIZED, SUBMIT TO THE DISTRICT.

OPTIONAL : OPTIONAL : OPTIONAL : OPTIONAL : OPTIONAL : OPTIONAL

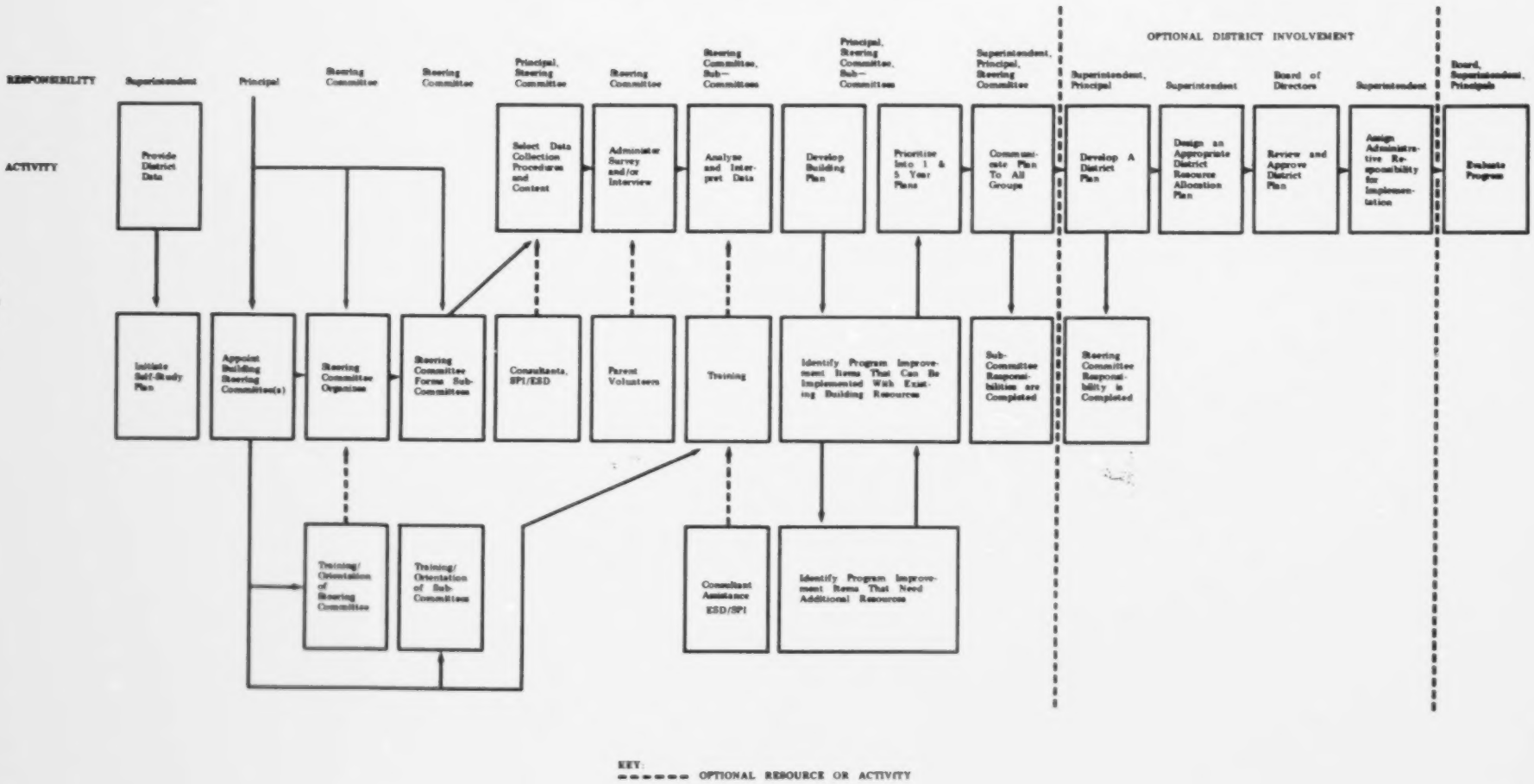
STEP 8

DISTRICT PRIORITIZE BUILDING(S) RECOMMENDATIONS AND BUILD A DISTRICT IMPROVEMENT PLAN, IDENTIFYING RESOURCES.

STEP 9

DISTRICT SUBMIT PLAN TO BOARD OF DIRECTORS FOR APPROVAL AND PROVIDE PUBLIC INFORMATION FOLLOWING BOARD ACTION.

SELF-STUDY PROGRAM IMPROVEMENT
Process Flow Chart



KEY:
------- OPTIONAL REBOURCE OR ACTIVITY

State Recommended Process

MEETS PARTICIPATION REQUIREMENT

(See Appendix, Chapter 180-53 WAC.)

STEP 1 - ESTABLISH A BUILDING STEERING COMMITTEE

Recommended Members:

Principal, as chair
District representative
Teacher representative
Parent representative
Classified representative
Community representative
Student representative (7-12)

SUGGESTIONS:

If your building steering committee were to have the above recommended membership, you would have satisfied the participation requirement. However, your steering committee need not have the composition mentioned above. The composition of the steering committee is a site administrator's decision, consistent with district guidance and procedures.

Tips for Forming a Building Steering Committee:

You should pick key communicators. Within each participant group there are some individuals who are the "shakers and movers," persons who are looked up to and viewed as leaders. Within each school community there are also those persons who are often critical of school decisions or directions. By selecting and involving one of these persons as well, you may provide for other viewpoints and constituencies that otherwise may not be heard.

Prior to the formation of the steering committee, a dialogue should be initiated with the superintendent to determine if additional resources will be made available for the self-study. What is studied and resultant improvement plans should reflect only things under the direction, control and/or influence of the building.

ROLES AND RESPONSIBILITIES

SUPERINTENDENT:

Administer the self-study law in the district. Approve self-study processes to be used and schedule building self-studies, with input from steering committees.

PRINCIPAL:

Recommended chair of steering committee; if not chair, at minimum advisor, resource person and voting member.

STEERING COMMITTEE:

Provide orientation and training in group processes, including orientation to district and building goals and training in assessment procedures and data analysis.

Select/modify/design a survey instrument within district procedures.

Set timelines for self-study, assign sub-committee tasks, provide data to sub-committees, collect reports and recommendations for sub-committees.

Identify district's existing data and provide and interpret district data to sub-committees.

Compile the prioritized building plan from data analysis and recommendations of sub-committees and forward to district.

Represent the building in district planning and communicate with the community.

STEP 2 - ESTABLISH SUB-COMMITTEES

Possible Groupings:

Major subject area committees
Grade level committees
Assessment areas
Others

SUGGESTIONS:

Sub-committees supporting the steering committee are a highly desirable component of the self-study process to share the workload. A sub-committee structure increases participation and involvement in the self-study. The wider the participation, the greater the acceptance and support of the results of the self-study.

Staff persons may self-select or you may appoint them to different sub-committees. It is advisable to have one steering committee person on each of the sub-committees to insure communication between the steering committee and the sub-committees.

We recommend that the size of a steering committee be kept to ten or under.

ROLES AND RESPONSIBILITIES OF SUB-COMMITTEES

Assist in administering survey or other selected data collection method.

Analyze survey, district-provided and other collected data in their area of responsibility, as related to the required self-study assessment areas.

Provide input to steering committee to address all required self-study assessment areas in the sub-committee's area of responsibility; submit reports and recommendations.

ASSESSMENT REQUIREMENT

STEP 3 - STEERING COMMITTEE SELECT/MODIFY/DESIGN AN ASSESSMENT SURVEY OR OTHER DATA COLLECTION PROCESS AND PROVIDE TRAINING TO COMMITTEE MEMBERS. THE DATA COLLECTION MUST COVER INSTRUCTIONAL PROGRAM, STAFF, SERVICES, LEARNING RESOURCES, STUDENT ACTIVITIES, AND FACILITIES.

OPTIONS (Not all-inclusive):

Connecticut Inventory (adapted to meet self-study requirements)

University of Washington Assessment

NWREL - Onward to Excellence

Self-designed or custom designed survey

Evaluative Criteria Assessment (Northwest Association of Schools and Colleges)

SUGGESTIONS:

At this point in your self-study, it is time to develop a plan for assessment.

A self-study evaluation or assessment plan probably includes many of the following elements: appropriate goals and objectives derived from a mission statement; an evaluation design; assessment instruments; data analysis and interpretation; a monitoring system including timelines and responsibilities; and decision-making.

Some considerations to guide you in making an assessment or evaluation plan:

1. Overall data collection
   a. Analyze existing available data. (See Selected Data Collect . . . in Tool Kit Section of this manual.)
   b. Decide if there are areas where you have no data, enough data, or areas where you want more data.

2. Types of data gathering
   a. Open forums
   b. Interviewing
   c. Paper and pencil survey
   d. Advisory committee
   e. Use of existing data or studies
   f. Multiple other sources

3. Methods of data analysis
   a. By computer
   b. By support personnel
   c. By volunteers

4. Sample or survey all

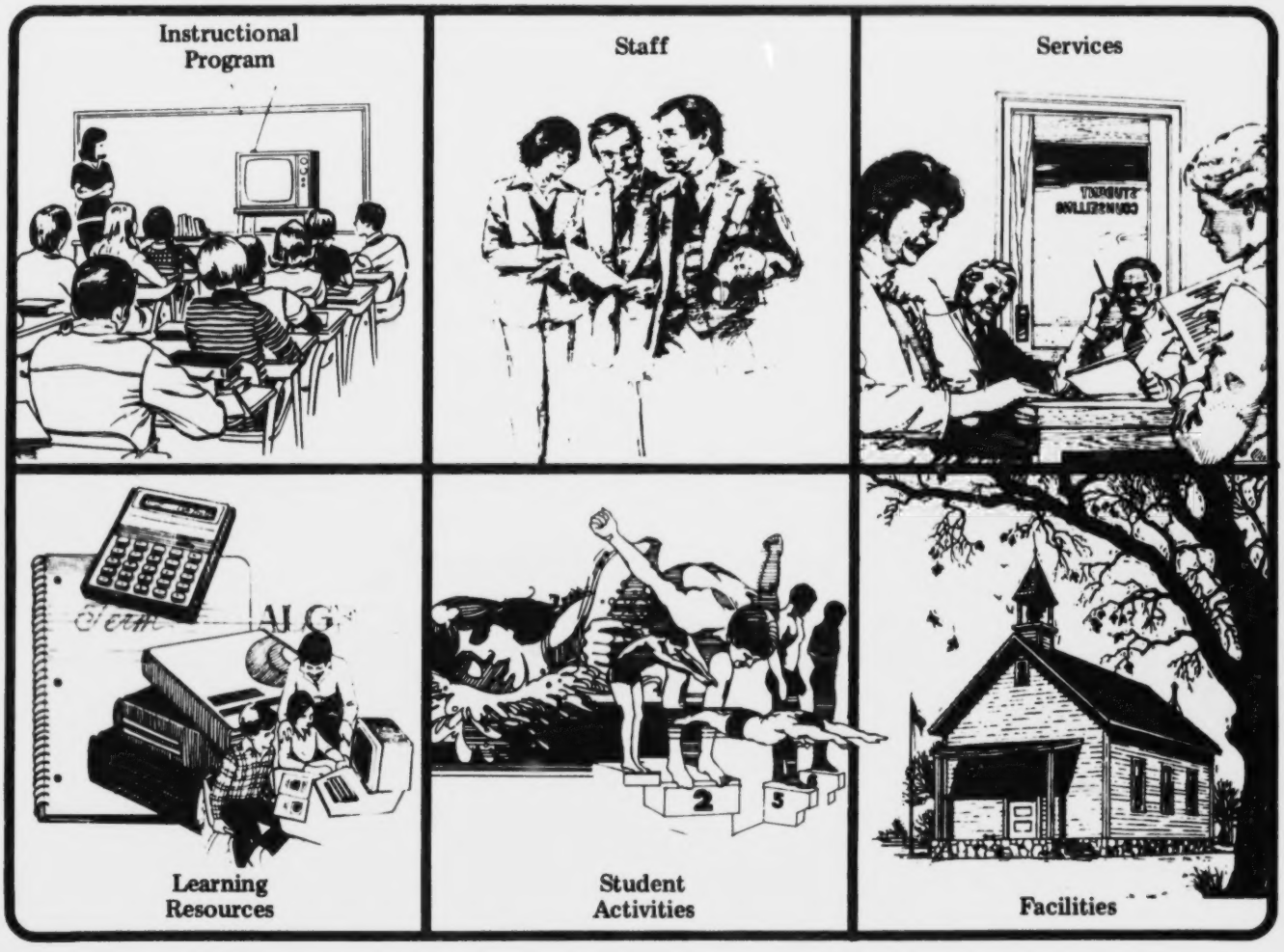
5. Delivery system for survey
   a. By bulk mail with return
   b. Through children
   c. By stamped, self-addressed return envelope
   d. Through special meetings
      (1) Open house
      (2) Conference time
   e. Other

"Comprehensive assessment" means that you gather data in all the required areas. The depth and scope of assessment in each of the required areas is a local building decision. A consideration in determining what to include in your self-study is to focus only on what is directly under the control, influence, and direction of the building.

ASSESSMENT REQUIREMENT

STEP 4 - STEERING COMMITTEE COLLECTS APPROPRIATE, EXISTING DATA IN AREAS OF INSTRUCTIONAL PROGRAM, STAFF, SERVICES, LEARNING RESOURCES, STUDENT ACTIVITIES, AND FACILITIES AND DISTRIBUTES TO APPROPRIATE SUB-COMMITTEE FOR ANALYSIS.

(See next page for a listing of data available in most districts.)



STATE/FEDERAL DATA AVAILABLE IN DISTRICT

Following is a list of existing federal or state data which is likley to be available in your district. This list is excerpted from two documents available on request from OSPI. RECORDS/DATA REVIEW and STATE/FEDERALLY REQUIRED INFORMATION SUITABLE FOR USE IN A SELF-STUDY.

District Descriptive Guide
State Assessment Program Reports

Reports on:
- Student Enrollment Data
- Staff FTE
- Student Attendance Data
- Dropout Information
- Chapter 1, Regular
- Chapter 1, Migrant
- Chapter 1 (Local N&D)
- Remediation Assistance (Learning Assistance)
- Chapter 2
- Johnson/O'Malley
- Bilingual
- Highly Capable
- Handicapped Institutions
- Special Education

Other possible data sources available to you may include:

STATE/FEDERAL DATA

Basic Ed. Report
State Assessment Reports
FTE Reports
Special Program Reports

ACHIEVEMENT TEST SCORES

Norm-Referenced Tests
Criterion-Referenced Tests
Diagnostic Tests
Competency Tests
Locally Developed Tests

STUDENT PERFORMANCE INDICATORS

Student Learning Objectives
Progress through Instructional Materials
Grades by Subject
Grade Point Average by Grade/Subject

STUDENT STATUS INDICATORS

Number/Percent Failing
Number/Percent Continuing in Special Programs
Number Exiting Special Programs

STUDENT SERVICES DATA

Guidance/Counseling Data
Student Activities Records
Schoolwide Special Program Data

TEACHER JUDGMENT/INPUT

Teacher Survey

PARENTAL INPUT

Parent Requests
Parent Survey

OTHER DATA

Community Survey
Other Self-Study Accreditation Materials

PARTICIPATION REQUIREMENTS

STEP 5 - STEERING AND SUB-COMMITTEE ADMINISTER SURVEY TO STAFF, PARENTS, COMMUNITY MEMBERS AND STUDENTS OR INVOLVE THESE GROUPS IN ANOTHER ASSESSMENT.

SUGGESTIONS:

A decision should be made at this time whether or not to use a survey. If you have decided not to use a survey, an alternate means of providing for participation should be implemented. Some possible alternatives include participation in: goal setting sessions, open forums, interviews, advisory committee input, and other existing data or studies. Information collected not more than three years ago may be used in your self-study.

ASSESSMENT REQUIREMENT

STEP 6 - SUB-COMMITTEES ANALYZE AND INTERPRET ALL DATA.

SUGGESTIONS:

The necessary assessment data has now been gathered. The steering committee must now make a decision as to which assessment data is pertinent to the different sub-committee's tasks. The sub-committees should analyze the data. The sub-committees may categorize the data by answering the following questions:

1. What are we doing well that we need to continue doing?

2. What are we doing satisfactorily, but would like to improve or do differently?

3. In what areas do we need to improve?

4. In what areas do we have insufficient information or conflicting information?

It is important that the sub-committees attempt to summarize clearly what the assessment data says. A narrative summary can be short and concise. An example is: 25% of our students don't feel safe and secure on the playground.

The sub-committees will be looking at two types of data--hard and soft. Soft data is data based on people's perceptions, what they think or feel. Hard data is data which is quantifiable, i.e., test data, attendance data, etc. In analyzing perceptions it is important for the sub-committees to compare differing participant groups' responses for discrepancy but it is also important to compare soft data to hard data for conflicts. Discrepancies between soft data and hard data are indications of areas needing some attention. If a discrepancy exists, the problem can be real or it may be the result of a communication problem. Each case requires a different response.

PLAN FOR IMPROVEMENT

STEP 7 - SUB-COMMITTEES RECOMMEND TO STEERING COMMITTEE; STEERING COMMITTEE PREPARES BUILDING PLAN FOR IMPROVEMENT, PRIORITIZED, SUBMIT TO THE DISTRICT.

SUGGESTIONS:

In this model, the sub-committees are responsible not only for assisting in gathering and analyzing data, but also for making recommendations for improvement. It would be advisable to have them prioritize their recommendations for improvement to assist the steering committee.

You should identify, communicate, and celebrate areas of success in addition to focusing on areas needing improvement. Some of these areas of success may well warrant inclusion in your improvement plan for maintenance or if you feel further improvement is desirable or possible.

The steering committee at this point has received and analyzed data and prioritized improvement recommendations from its sub-committees. The next step is for the steering committee to review the data analysis and improvement recommendations, and make its own prioritized list of improvements. The improvement plan may be for one year or for multiple years.

The elements of the improvement plan should include: a statement of the present situation(s); your goal(s); objective(s); activities to accomplish the goal(s)/objective(s); responsibility for activities; a timeline; evaluation of goal attainment; and any project costs or materials. Two possible models for writing an improvement plan are located in the Tool Kit Section in this manual.

Any improvement plan should be written so that it addressed only areas that the building has the ability to directly control, influence and change. Improvement plans which are written to include actions or decisions not directly within the building control are likely to lead to frustration and a lack of success. Areas which need improvement, but are not directly controlled by the building, should be communicated to the appropriate authorities through appropriate channels consistent with district procedures.

OPTIONAL :	OPTIONAL :	OPTIONAL :	OPTIONAL :	OPTIONAL :	OPTIONAL :
RECOMMENDED DISTRICT FOLLOW-THROUGH		STEP 8 - DISTRICT PRIORTIZE BUILDING(S) RECOMMENDATIONS AND BUILDS A DISTRICT IMPROVEMENT PLAN, IDENTIFYING RESOURCES.			
		STEP 9 - DISTRICT SUBMITS PLAN TO BOARD OF DIRECTORS FOR APPROVAL AND PROVIDES PUBLIC INFORMATION FOLLOWING BOARD ACTION.			

THE TOOL KIT

The tool kit is a collection of items which have been developed for use in the self-study, made available to you as tools or ideas for your building's self-study. The tools provided are by no means all-inclusive or the only ones available.

Should you not find tools of use to you, you should contact your ESD and speak with the self-study contact person about the availability of other tools. You may also contact the OSPI Self-Study Office at (206) 586-4512 or SCAN 321-4512 to determine the availability of other tools.

As you develop items which are of value to you in your building self-study, may we request that you share them with your ESD contact person and the Self-Study Office?

THE TOOLS INCLUDED HERE ARE:

I. OSPI RESOURCES

This is a list of OSPI resources which may be of value to your self-study. The list is not all-inclusive but reflects those which the self-study staff feel are most pertinent.

II. CHAIRPERSON'S CHECKLIST

The checklist provides a means for a chairperson to monitor and plan key steps in the self-study process.

III. MANAGEMENT RESPONSIBILITY GUIDE

The guide is included as a master planning device. The first page shows a sample of how this guide might be used. The upper left corner has one of the three self-study program requirements. Under "task description" you write the activities that you are going to engage in to meet this objective. Across the matrix the relationship code shows the participants' involvement. The steering committee may want to use this tool in its planning of the self-study.

IV. TIMELINE

The timeline includes the primary activities of the state recommended process, to be utilized as an overall planning device.

V. IMPROVEMENT PLANS

Two different formats for writing improvement plans are included. These would be of assistance to the sub-committees in reporting back to the steering committee as well as for documenting and communicating to the self-study improvement plan to others.

VI. LIST OF TRAINING MATERIALS AVAILABLE

There are several training units available to administrators for use with their steering/sub-committees.

VII. RECOMMENDED SELF-STUDY GUIDELINES

Four assessment tools developed by professional organizations and a state network are included. These guidelines describe good programs in the judgment of the professional organizations and state networks which have written the guidelines. Included are guidelines in equity, traffic safety, guidance and counseling, learning resources, computers in education, and gifted education.

OSPI RESOURCES FOR BUILDING SELF-STUDY

I. Following are five specialty area guidelines: equity, learning resources, counseling and guidance, computer education, traffic safety education, and highly capable students. These optional guidelines are provided as a resource. They were developed by the State Equity Network, Washington Library Media Association, Washington School Counselor Association, Washington's High Technology Educator's Network, and OSPI Traffic Safety Section.

II. OSPI has also developed several curriculum guidelines and other publications which may be of use in your building's self-study. Some of these resources are:

Curriculum Guidelines in:

Mathematics K-8, 9-12
Environmental Education
Science
Physical Education
Computer Education
Reading (in development)
English/Language Arts
Foreign Language (in development)
Social Studies
Arts
Health
Focus On Asia
Athletics

These and other supplementary materials and curriculum guides are available by contacting:

Basic Education and Curriculum
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-6727
SCAN 234-6727

III. MULTICULTURAL/EQUITY, TECHNICAL ASSISTANCE

Guides available:

Profile for a Racially Integrated School District
Responsive Multicultural Basic Skills Handbook for Teachers and Parents: Overview and Children's World View: The Basis for Learning Activities
Evaluating the School for Multicultural Education

These guides and other technical assistance materials are available by contacting:

Multicultural and Equity Education
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-2560
SCAN 234-2560

IV. VOCATIONAL EDUCATION, TECHNICAL ASSISTANCE

If you require assistance in the area of vocational education when doing your self-study, contact:

Vocational Education Program Development
Old Capitol Building, FG-11
Olympia, WA 98504
(206) 753-2062
SCAN 234-2062

Self-Study
SCHOOL STEERING COMMITTEE
Chairperson's Checklist

_____ _____
School Date Completed

Steering Committee Chairperson _____

Date Completed	Item No.	Activity
_____	1	Identify financial resources for the self-study.
_____	2	Provide inservice to self-study leadership and others.
_____	3	Duplicate and distribute information and procedures for self-study.
_____	4	Submit to OSPI for accreditation: OPTIONAL
_____	5	Select a school steering committee. (Attach a list showing names and representation.)
_____	6	Develop a school plan and timeline for conducting the self-study through the steering committee. (Attach a copy.)
_____	7	Select sub-committees and give specific tasks. (Attach a list of sub-committee members and their representation.)
_____	8	Gather assessment data and distribute to sub-committees.
_____	9	Conduct data-analysis and interpretation in sub-committees.
_____	10	Conduct priority setting and improvement recommendations in the sub-committees.
_____	11	Submit improvement and priority recommendation to steering committee.
_____	12	Complete the plan for program improvement, including implementation and evaluation timeline--steering committee's responsibility. (Attach a copy.)
_____	13	Assign responsibilities for program improvement activities to staff members. (Attach a copy.)

_____ 14 Prepare a final plan.

_____ 15 Report self-study findings and improvement plan to superintendent, board of directors, and community.

_____ 16 Disseminate final plan/report.

_____ 17 OPTIONAL: Validation team preparations complete (accreditation only).

_____ 18 OPTIONAL: Validation team visits (accreditation only).

Self-Study Criterion 1

Participation of staff, parents, community members, students (where appropriate to their age)

SAMPLE

PARTICIPANTS

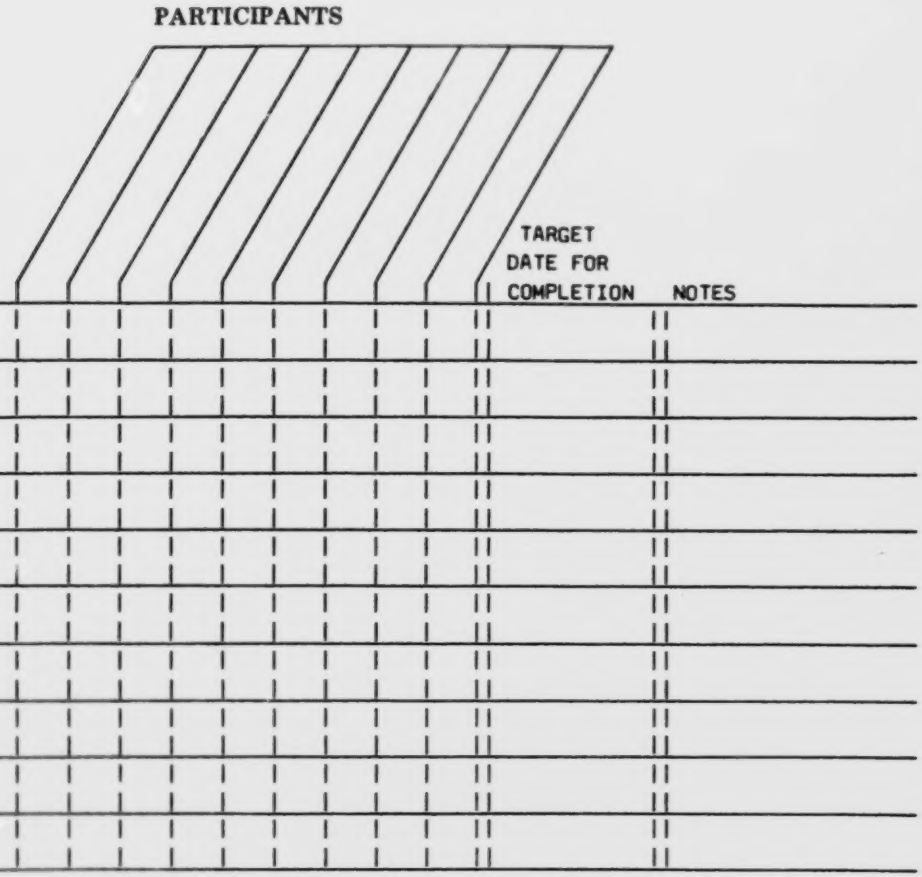
No.	TASK DESCRIPTION	Principal, chair	A. S. B.	P. T. S. A.	Chamber of Comm.	Faculty	Classified Staff	Central Admin.	Steering Committee	TARGET DATE FOR COMPLETION	NOTES
1.	Nominate steering committee members	E	B	B	B	B	B				
2.	Select committee members	B	C	C	C	C	C				
3.	Provide charge and self-study orientation to committee	B						C			Any related costs?
4.	Clarify committee members' roles	B							B		
5.	Establish sub-committees (optional)	B							B		
6.	Provide charge(s) to sub-committees (optional)	B							B		
7.	Identify mechanism(s) for participation of required groups	B							B		

RELATIONSHIP CODE: A General Responsibility; B Operating Responsibility; C Must Be Consulted; D Should Be Notified; E Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page 1 Date _____

Self-Study Criterion 1

Participation of staff, parents, community members, students (where appropriate to their age)



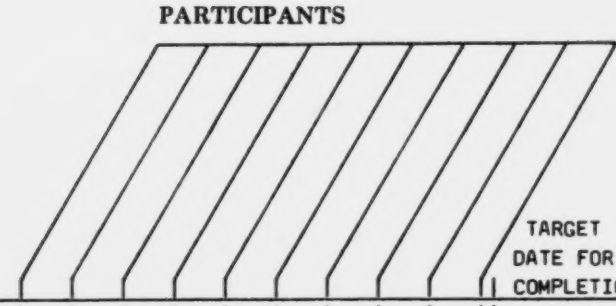
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of instructional program



No.	TASK DESCRIPTION	TARGET DATE FOR COMPLETION	NOTES

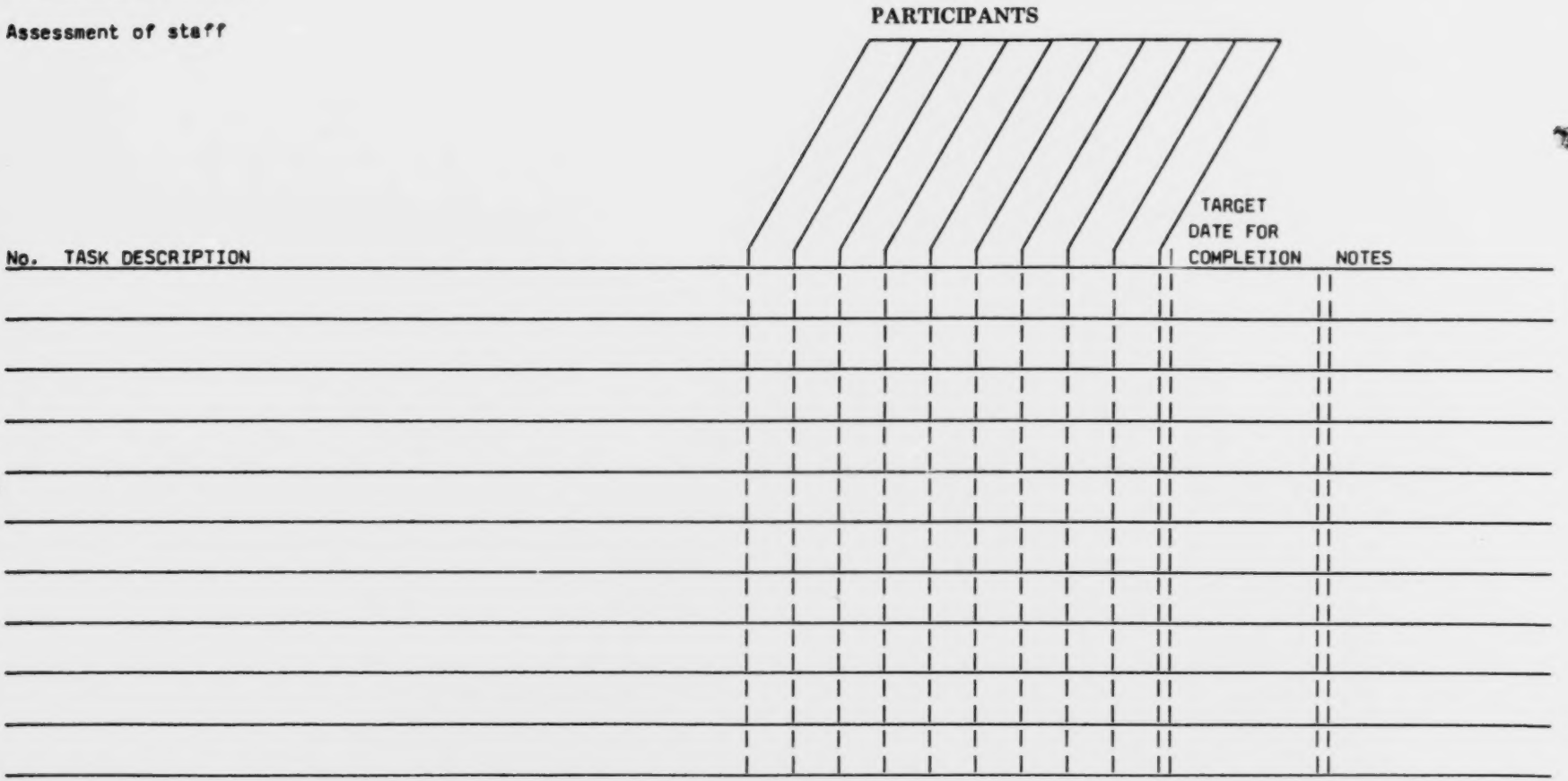
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of staff



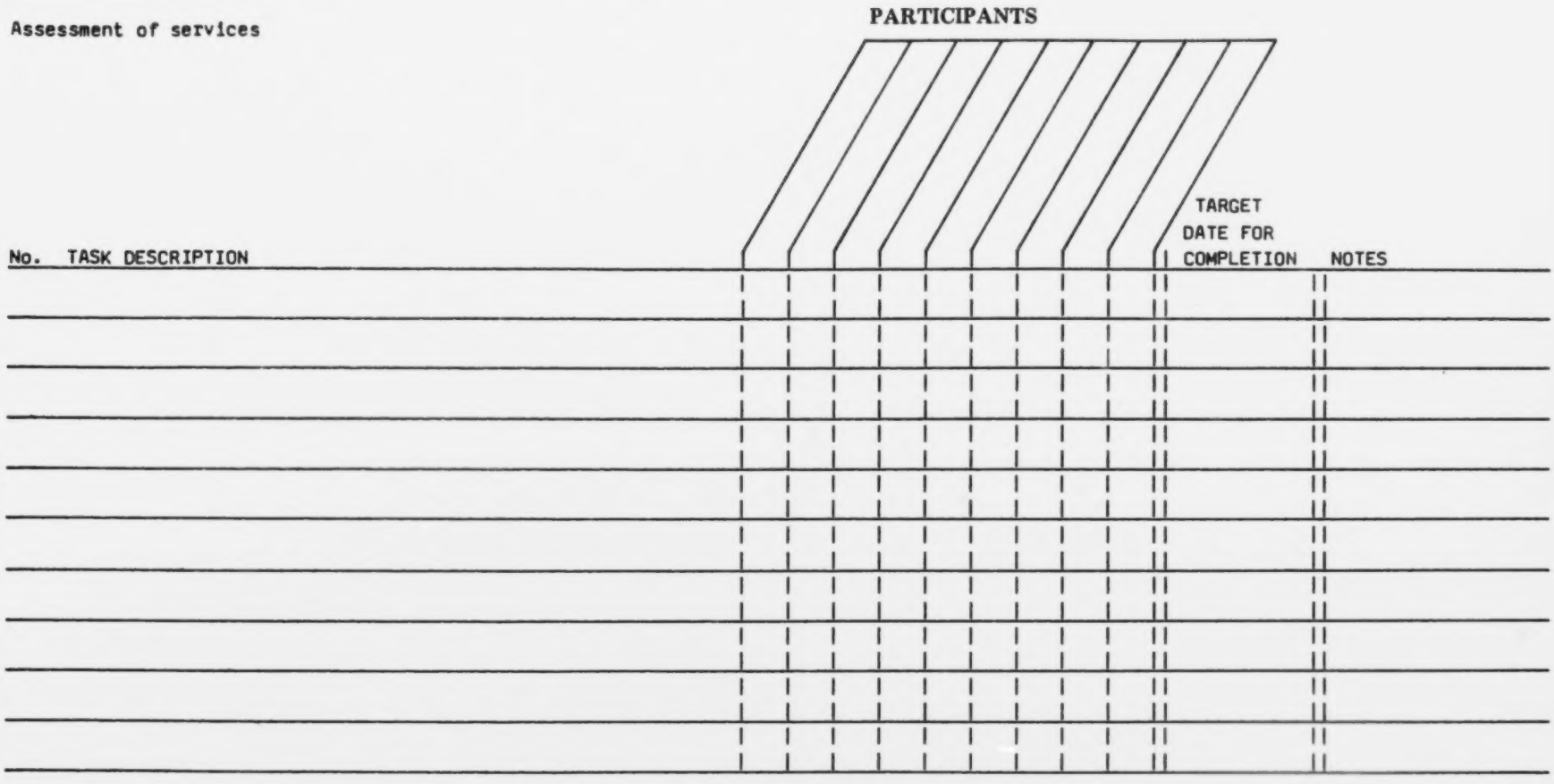
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of services



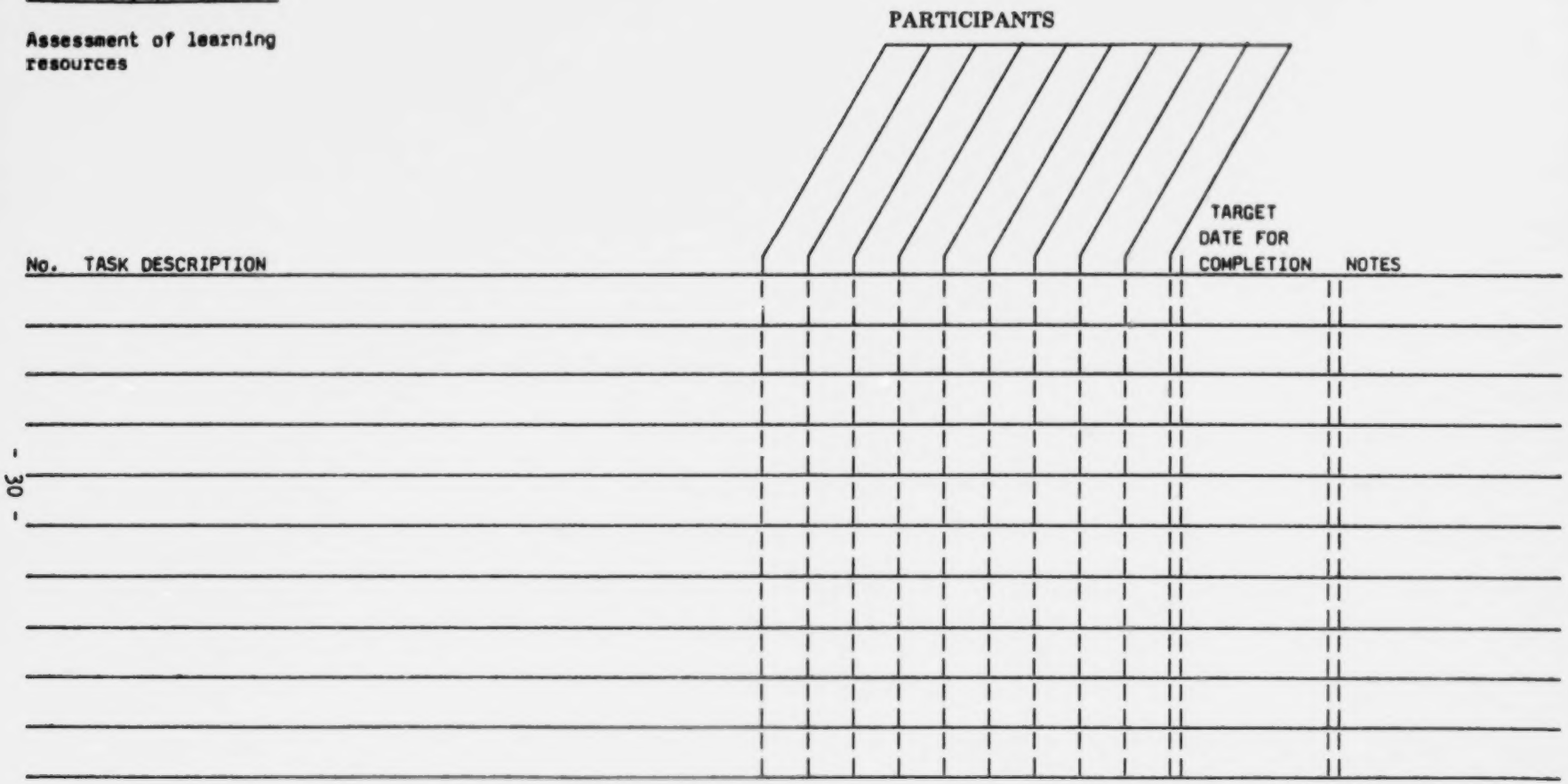
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of learning resources



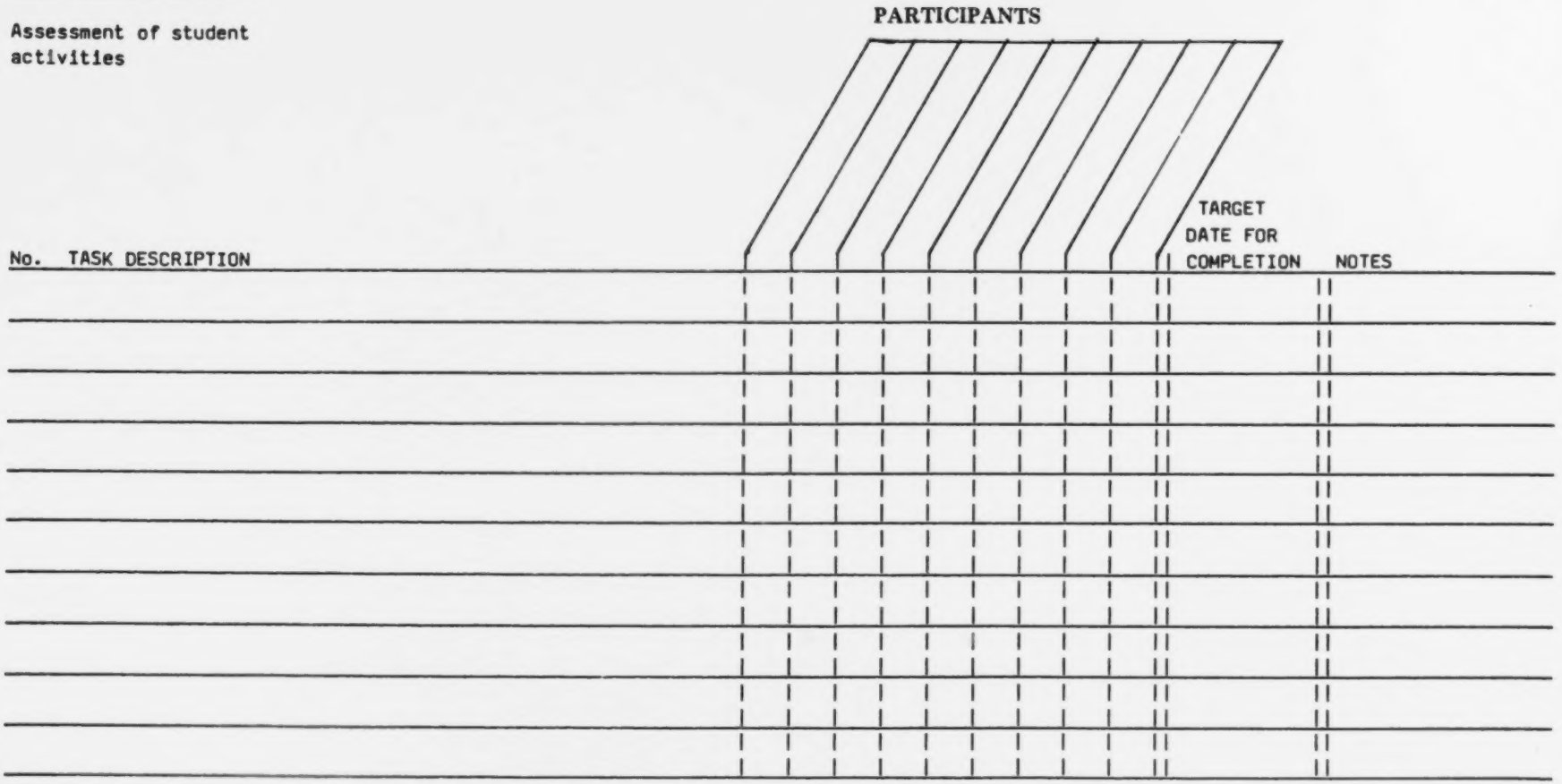
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of student activities



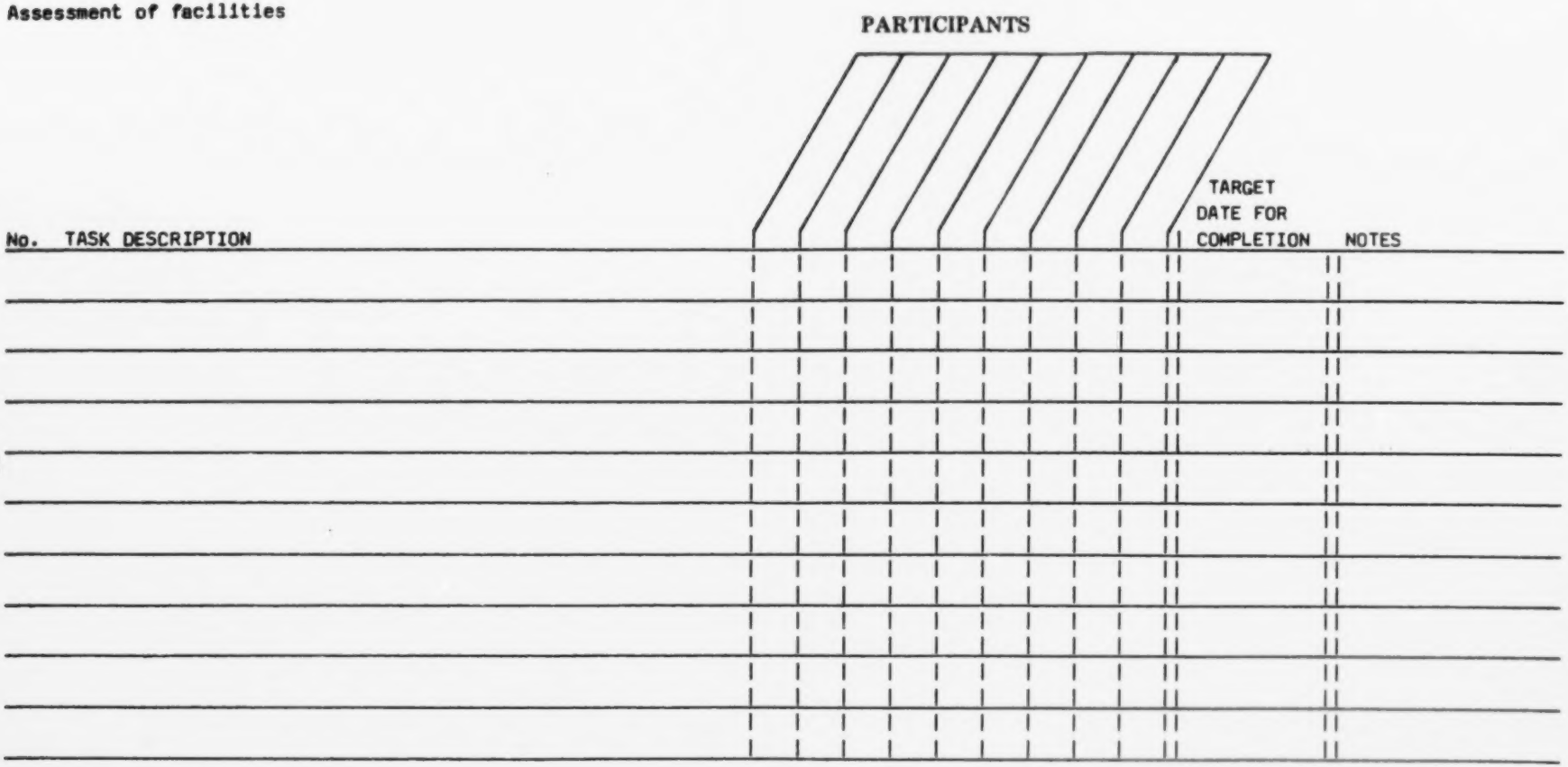
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 2

Assessment of facilities



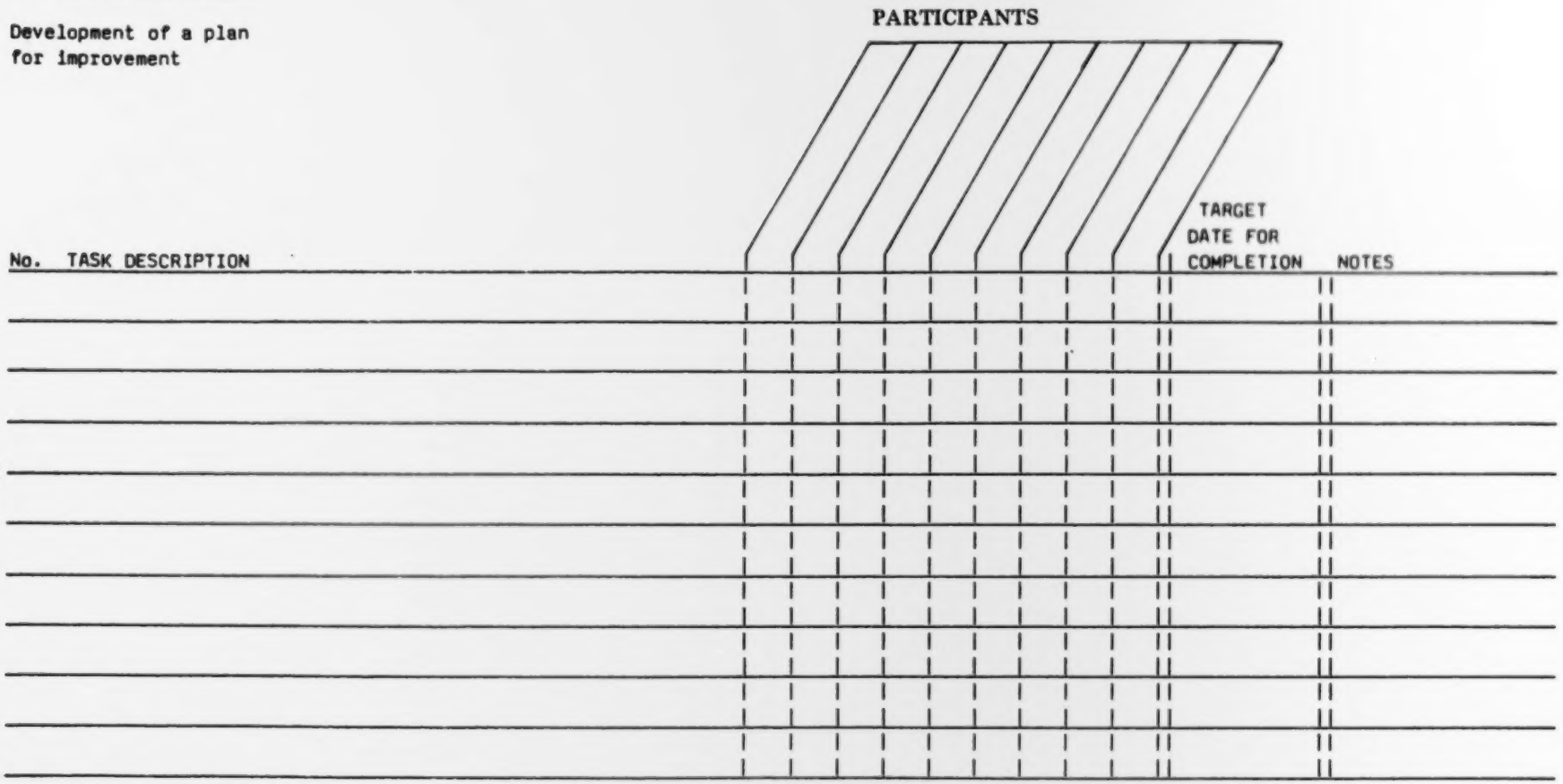
RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

Self-Study Criterion 3

Development of a plan
for improvement



RELATIONSHIP CODE:

A	B	C	D	E
General Responsibility	Operating Responsibility	Must Be Consulted	Should Be Notified	Must Approve

SCHOOL: _____ MANAGEMENT RESPONSIBILITY GUIDE Page ___ Date _____

19___ - 19___

SELF-STUDY TIME SCHEDULE

ACTIVITIES	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
1. File District Report With OSPI												
2. Establish Steering Committee												
3. Establish Sub-committee												
4. . . . Select/Modify/Design												
5. Administration Survey												
6. Collect/Analyze Existing Data												
7. Steering and Sub-committees Analyze All Data												
8. Sub-committee Recommend to Steering Committee; Steering Committee Prepare Building Improvement Plan												

PLAN FOR IMPROVEMENT - SAMPLE I

Goal: _____

Objective(s): _____

Activities	By Whom	For Whom	Start	End	How Evaluated
					Materials

PROGRAM IMPROVEMENT PLAN - SAMPLE II

STEERING COMMITTEE _____ DATE _____

SUB-COMMITTEE _____

AREA _____

A. Description of Existing Condition: _____

_____

B. Goal Statement (What is desired?) _____

_____

_____

C. OBJECTIVE STATEMENT (What do you want to do?)	D. ACTIVITIES (To accomplish objective)	E. WHO IS RESPONSIBLE?	F. EVALUATION (What will be your measurement yardstick?)

G. What new skills, attitudes, knowledge, materials, equipment, procedures, etc.	G. 1. How will each new need be obtained and by whom?	H. EVENTS CALENDAR (List when you complete activities or objectives).

C. OBJECTIVE STATEMENT (What do you want to do?)	D. ACTIVITIES (To accomplish objective)	E. WHO IS RESPONSIBLE?	F. EVALUATION (What will be your measurement yardstick?)

TRAINING MATERIALS FOR STEERING COMMITTEES

A set of training materials is available to building administrators for training steering and sub-committees.

The Presenters' Guides include script, transparency masters, and handout masters necessary to conduct the training. The areas in which presenters' guides are available are:

Steering Committees/Group Processes
Developing a Mission Statement
Designing Data Collection, Analysis, and Intrepretation Plan
Developing a Program Improvement Plan
Designing and Constructing a Survey
Needs Assessment

You may access these training materials by contacting the OSPI Self-Study Office at (206) 586-4512 and SCAN 321-4512.

	Our school is doing well in this area	This area needs improvement	Comments
Legal mandates for equity are adhered to: Chapter 392-190 WAC, especially: Career opportunities Inservice training Athletic activities Course offerings Textbooks/instructional materials Title IX, federal law			
A grievance process is provided.			
The school's instructional philosophy and goals parallel the State Board of Education's "Goals for Washington Schools", especially regarding the "process of Education".			
School practices result in proportionate numbers of male and female students, and of students representing the ethnic diversity of the community, in the following areas: Course enrollments, e.g., math, science, foreign language Dropout rates			

	Our school is doing well in this area	This area needs improvement	Comments
Discipline rates			
Test scores in basic skills areas			
Library use			
Special program enrollments, e.g., gifted, remedial, Chapter 1, counseling, reading programs			
Multicultural perspectives are incorporated into the curricular areas of:			
Language arts			
Social studies			
Art and music			
Science			
Mathematics			
Physical education			
Industrial arts			
Opportunities for cooperative learning are provided to students			
The activity program provides for:			
A wide range of student interests			
Opportunities for students to initiate new school-sponsored activities			
Involvement of students who may not be proficient at the particular activity			

	Our school is doing well in this area	This area needs improvement	Comments
(Elementary/Middle) Faculty review school programs to prevent sex and race role conditioning which may be irreversible at higher grade levels, e.g.,			
(Secondary) Scheduling of courses does not produce stereotypical tracking of students, e.g., a student may enroll in both industrial arts and foreign language, art or music and physics.			
Counselors, library media specialists, coaches, activity advisors and other school specialists regularly review programs to assure equal opportunities.			
The district has an affirmative action plan which is adhered to at the building level.			
School staff is knowledgeable about the district's affirmative action plan.			
Inservice opportunities are available to all school staff in the following areas: Multicultural education			
Awareness of bias related to sex, race, language, national origin, age and handicapping conditions			

The **WASHINGTON LIBRARY MEDIA ASSOCIATION**

GUIDELINES FOR SELF-STUDY: **LEARNING RESOURCES**

For further information, please refer to STANDARDS FOR LEARNING RESOURCES PROGRAMS (WAC 180-46), S.P.I., 1981. If you do not have a copy, please contact the Learning Resources office at S.P.I. (206-753-6723).

I. Philosophy and Goals:

	Are they in written form?	Have they been shared with staff, parents, students?	Are annual goals based on the long-term ones?	Notes
Program Goals and/or Philosophy Statement for Learning Resources Program				

II. Services

A. Instruction

	Have learning resources SLOs been developed for this area?	Who teaches these skills: teacher, LRS*, both?	Instructional planning done jointly? (LRS and teacher)	Needs Improvement?	Notes
Independent learning behaviors					
Skills for information location, use					
Use of information for decision making					
Library appreciation					
Creative activities					
Visual literacy					
Computer applications					

*LRS = learning resources specialist

B. Other Services

	Available?	Needs improvement? If so, please comment.	Notes
Consulting with teachers			
Information services			
Instructional design with teachers			
Evaluating, selecting, organizing			
Production			
Video taping			
Computer graphics			
Overhead transparencies			
Laminating, dry mounting			
Audio taping			
Computers in LRC for students, teachers			Equal access assured?

III. Management

Management of:	Whose responsibility?	Effective in terms of program goals?	Needs Improvement?	Notes
Program goals and objectives				
Budget				
Personnel				
Facilities				
Materials				
Equipment				
Program evaluation				

IV. Materials and Equipment

	Are students' curricular, personal needs met?	Is equal access provided?	Does school maintain a replacement schedule?	Reasonable expectation for life-span this item	Current rate of replacement items owned/ items purchased	Notes
Materials:						
Books						
Periodicals			N/A	N/A	N/A	
Audiovisual Materials						
Computer Software						
Equipment:						
Video						
Computers						
Projectors: 16mm, fs, o/h, slide						
Audio						
Production equipment						

1. Have selection criteria for materials selection been developed? Do these include criteria for screening for bias? Are they used? (Reference WAC 392-190-055 Textbooks and instructional materials.)

   Where are they written?

   Are they in accordance with the district's selection policy? (Reference RCW 28A.58.103 Instructional Materials Committee.)

2. Who participates in selection? LRS only? Teachers? Students?

V. Facilities

Function:	Adequate size? If not, please comment.	Suitable design for function? If not, comment.	Notes
Large-group instruction			
Small-group activities			
Individual study			
Production			
Computer use			
Circulation of materials			
Shelving, etc. for access to materials			
Storage			
Telephone			
Viewing			
Work space			

Other things to consider related to facilities:

- Is there a comfortable, inviting atmosphere conducive to learning?
- Is there adequate security to prevent large-scale losses of materials or equipment?
- Are the facility and equipment safe?
- Is lighting adequate?

VI. Staff

A. Certificated

	No. of cert. F.T.E. in this school in learning resources?	24 or more q-credits in library-media field?	Does F.T.E. meet State Board Standards (p. 32-3)	Cert. staff participate/s in prof. devel. activities?	Notes
Learning Resource Specialist (librarian, media specialist, library-media specialist					

B. Classified

	Directly supervised by certified LRS?	No. of F.T.E. in learning resources program?	Meets State Board Standards? (p. 32-3)	Notes
Classified staff: aides, technicians, secretaries, assistants				

VII. Access and Other Sources

The learning resource program provides . . .	Adequate to meet program goals, student needs?	Needs Improvement?	Notes
. . . for the information and media needs of all student populations, which includes both genders, the range of cultural groups represented in the school population, handicapped students, and migrant students.			
. . . access for students, staff for entire school day and extended hours.			
. . . access for students, staff every school day, extended days as needed.			
. . . for simultaneous use of facility by groups and individuals.			

What sources of information and media to students and staff have beyond the school building?
(Examples: public library, E.S.D. media cooperative, inter-library loan, on-line databases)

To what extent do ALL students have access to these resources, regardless of location of residence, access to a computer, transportation, parental assistance, etc.?

COMPUTERS IN EDUCATION SELF-STUDY

A Tool for Analyzing School and District
Computers In Education Programs

Based on

Computer Applications Program Assessment Profile
Merrimack Education Center

Modified by

WASHINGTON'S HIGH TECHNOLOGY
EDUCATOR'S NETWORK

Endorsed by

NORTHWEST COUNCIL FOR
COMPUTER EDUCATION'S
EXECUTIVE COMMITTEE

INTRODUCTION

To assist school districts design their self-study model, the Office of the Washington State Superintendent of Public Instruction (OSPI) asked for the assistance of the professional, subject matter organizations in preparing a document providing self-study instruments for various aspects of the educational program. The Northwest Council for Computer Education (NCCE) was contacted to develop a tool to assess the computers in education program. This task was delegated to the Washington High Technology Educators Network (HI-TEN), comprised of OSPI and ESD staff from Educational Technology Centers.

The HI-TEN staff surveyed a number of instruments, but found the Computer Applications Program Assessment Profile developed by the Merrimack Education Center most impressive. The instrument was simple, and yet seemed to generate the information needed to assess the computers in education program. After some modification to address additional concerns and the self-study criteria defined by Chapter 180-53 WAC, OSPI negotiated the rights to disseminate the revised self-study instrument to school districts in the state of Washington. The NCCE's Executive Committee subsequently endorsed the use of this instrument.

Since computers are relatively new in schools and with technology changing rapidly, there has not been enough time for many districts to develop, implement and evaluate a plan for the use of computers in the curriculum. Some districts, struggling with planning and implementing a program, may feel it is premature to consider program evaluation. Many districts have chosen not to evaluate their computers in education program for this reason. However, the lack of direction may be the strongest argument for conducting a self-study. Indeed, a self-study ought to facilitate additional planning and revising.

DIRECTIONS

Self-Study Process

While the intentions of this document are not to recommend a process for district self-study, there are some assumptions here.

1. The district has prepared a plan for self-study with administrative responsibilities assigned, and adopted or prepared a model to collect information consistently.

2. The self-study process is building based with a steering committee to oversee the process, to delegate the work to subcommittees and to compile the information.

3. Subcommittees based on subject matter, grade level or assessment areas are designed to collect information.

Completing the Instrument

For each component (Instructional Program, Staff, Learning Resources, etc.) of the self-study, several statements about the computers in education program are listed. Each statement requires two responses--one response indicating the degree of implementation and one response indicating the quality of what has been implemented thus far. The response should be based on the following scales:

Degree of Implementation	Quality of Implementation
4 - Complete	4 - Excellent
3 - Considerable	3 - Good
2 - Moderate	2 - Adequate
1 - Little	1 - Poor
0 - None	0 - Inadequate

Self-study committee members should keep notes on the sources of information (i.e., interviews, observations, documentation, etc.).

Analyzing the Data

In analyzing the responses to the instrument, the two scales--degree of implementation and quality--should be treated separately. A mean score should be computed for each numbered statement or indicator on both scales. A mean score should also be computed for each component (Instructional Program, Staff, Learning Resources, etc.) on both scales. Although computing a mean across both scales does not yield useful information, examining discrepancies between the means of the two scales may indicate where improvement efforts should be directed. For example, where the degree of implementation is considerable or complete and the quality is inadequate or poor, priority might be given to improving that indicator. Where implementation is little or moderate and the quality is good or excellent, priority might be given to expanding implementation of that program indicator.

COMPUTERS IN EDUCATION
SELF-STUDY GUIDELINES

A. INSTRUCTIONAL PROGRAMS

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
1. The district's philosophy on computer utilization is written, disseminated and understood by the staff.	0	1	2	3	4	0	1	2	3	4
2. There is a written curriculum in use by all staff using computers.	0	1	2	3	4	0	1	2	3	4
3. The following elements of the computer curriculum are defined:										
_____ scope and sequence of competencies	0	1	2	3	4	0	1	2	3	4
_____ instructional materials and equipment	0	1	2	3	4	0	1	2	3	4
_____ instructional strategies	0	1	2	3	4	0	1	2	3	4
_____ assessment measures and procedures	0	1	2	3	4	0	1	2	3	4
4. There is a district plan to develop, implement, evaluate and maintain computer use in the curriculum.	0	1	2	3	4	0	1	2	3	4
5. A district/schoolwide committee conducts program planning/review of computer use in the curriculum.	0	1	2	3	4	0	1	2	3	4
6. The time spent on the computers reflects program philosophy, goals and objectives.	0	1	2	3	4	0	1	2	3	4
7. The K-12 computer curriculum serves as a guide for the development of instructional units and lessons.	0	1	2	3	4	0	1	2	3	4

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
8. The following elements are included in the K-12 curriculum:										
_____ keyboarding knowledge	0	1	2	3	4	0	1	2	3	4
_____ operation of computer	0	1	2	3	4	0	1	2	3	4
_____ running preprogrammed software	0	1	2	3	4	0	1	2	3	4
_____ introduction to programming	0	1	2	3	4	0	1	2	3	4
_____ word processing	0	1	2	3	4	0	1	2	3	4
_____ spreadsheets	0	1	2	3	4	0	1	2	3	4
_____ database managers	0	1	2	3	4	0	1	2	3	4
_____ graphics	0	1	2	3	4	0	1	2	3	4
_____ telecommunications	0	1	2	3	4	0	1	2	3	4
_____ other (please specify)	0	1	2	3	4	0	1	2	3	4
9. The teaching of computer competencies is integrated with the total school curriculum. (Check those in which computer is used):										
_____ language arts	0	1	2	3	4	0	1	2	3	4
_____ social studies	0	1	2	3	4	0	1	2	3	4
_____ math	0	1	2	3	4	0	1	2	3	4
_____ arts	0	1	2	3	4	0	1	2	3	4
_____ science	0	1	2	3	4	0	1	2	3	4
_____ languages	0	1	2	3	4	0	1	2	3	4
_____ vocational programs	0	1	2	3	4	0	1	2	3	4
_____ other	0	1	2	3	4	0	1	2	3	4
10. Teachers, students, parents, and the community are appropriately informed about the use of computers in the curriculum.	0	1	2	3	4	0	1	2	3	4
11. All students (regardless of socio-economic status, ethnicity, gender or general level of academic achievement) are exposed to learning experiences with computers.	0	1	2	3	4	0	1	2	3	4

B. STAFF

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
1. Qualified staff is appropriately assigned to develop, implement, and maintain technology in the instructional program.	0	1	2	3	4	0	1	2	3	4
2. There is an orientation (pre-training) program in place which introduces new staff to the capabilities and potential of computers and related technologies in teaching and learning.	0	1	2	3	4	0	1	2	3	4
3. There is a current inventory of staff competencies related to technology, updated at least yearly.	0	1	2	3	4	0	1	2	3	4
4. There is a staff development program based on projected training needs and activities.	0	1	2	3	4	0	1	2	3	4
5. Training is closely linked to the goals and objectives of the instructional program.	0	1	2	3	4	0	1	2	3	4
6. Training in technology is addressed to prioritized curriculum needs.	0	1	2	3	4	0	1	2	3	4
7. Training in technology is provided for all staff implementing the curriculum.	0	1	2	3	4	0	1	2	3	4
8. The staff development program in technology provides an on-going system of education. Sample components might include: seminars, self-instructional models, technical assistance, modeling and lab experiences.	0	1	2	3	4	0	1	2	3	4
9. There is adequate time for staff to develop, implement and maintain technology in the instructional program.	0	1	2	3	4	0	1	2	3	4
10. The training in technology programs is evaluated to assure that skills are acquired and used appropriately.	0	1	2	3	4	0	1	2	3	4

C. STUDENT ACTIVITIES

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
1. Organized, computer related student activities are available on an equal basis for all students (e.g., computer clubs).	0	1	2	3	4	0	1	2	3	4
2. All students have equal access to non-instructional computer time.	0	1	2	3	4	0	1	2	3	4
3. Students have access to computers for managing extra-curricular activities.	0	1	2	3	4	0	1	2	3	4

D. LEARNING RESOURCES

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
HARDWARE										
1. There is a hardware selection and acquisition process in place which employs specific criteria (e.g., technical assistance, match with curriculum requirements, cost-effectiveness).	0	1	2	3	4	0	1	2	3	4
2. There is a management plan to distribute hardware.	0	1	2	3	4	0	1	2	3	4
3. There is a procedure for maintaining an up-to-date inventory.	0	1	2	3	4	0	1	2	3	4
4. The hardware is in use a substantial part of the day.	0	1	2	3	4	0	1	2	3	4
5. There is enough hardware to meet curricular needs.	0	1	2	3	4	0	1	2	3	4
SOFTWARE										
1. There is a software selection and acquisition process in place which employs specific criteria (e.g., technical assistance, match with curriculum requirements, cost-effectiveness).	0	1	2	3	4	0	1	2	3	4
2. The software is appropriately matched to curricular goals and objectives.	0	1	2	3	4	0	1	2	3	4
3. There are adequate legal copies of software.	0	1	2	3	4	0	1	2	3	4
4. There is a procedure for maintaining an up-to-date software catalog and inventory.	0	1	2	3	4	0	1	2	3	4

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
5. Appropriate and adequate support materials (workbooks and documentation) are provided for teachers and students.	0	1	2	3	4	0	1	2	3	4
6. There is a district wide policy on software piracy/copyright protection.	0	1	2	3	4	0	1	2	3	4
7. Software and instructional support materials are evaluated.	0	1	2	3	4	0	1	2	3	4

E. FACILITIES

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
1. Staff roles and responsibilities are defined and assigned for coordinating the use of computers in the district and building level.	0	1	2	3	4	0	1	2	3	4
2. There is adequate time for staff to coordinate the use of computers at the district and building level.	0	1	2	3	4	0	1	2	3	4
3. Computer facilities and equipment are available for:										
a. student use	0	1	2	3	4	0	1	2	3	4
b. staff use	0	1	2	3	4	0	1	2	3	4
c. staff development	0	1	2	3	4	0	1	2	3	4
d. community use	0	1	2	3	4	0	1	2	3	4
4. Adequate provisions are made for:										
_____ space	0	1	2	3	4	0	1	2	3	4
_____ electrical power	0	1	2	3	4	0	1	2	3	4
_____ furniture	0	1	2	3	4	0	1	2	3	4
_____ security	0	1	2	3	4	0	1	2	3	4
_____ insurance	0	1	2	3	4	0	1	2	3	4
5. There is a plan for scheduling and tracking the use of computers and student/teacher access.	0	1	2	3	4	0	1	2	3	4
6. There is adequate support for repair and maintenance of hardware.	0	1	2	3	4	0	1	2	3	4
7. There is a financial commitment by the district to develop, implement, maintain and revise plans for using computers in the curriculum (i.e., hardware, software, staff development, etc.).	0	1	2	3	4	0	1	2	3	4

F. SERVICES

	Degree of Implementation					Quality				
	NONE	LITTLE	MODERATE	CONSIDERABLE	COMPLETE	INADEQUATE	POOR	ADEQUATE	GOOD	EXCELLENT
1. Students are provided current information about technology careers and the impact of technology on future careers.	0	1	2	3	4	0	1	2	3	4
2. Computers and related technology are used to minimize learning disorders for students with special needs.	0	1	2	3	4	0	1	2	3	4
3. Computer and related technologies are used to enhance library/media services.	0	1	2	3	4	0	1	2	3	4

ADDITIONAL RESOURCES

Computer Applications Program Assessment Profile: A Tool for Analyzing School and District Computer Programs and Activities

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824
$4.95

District Computer Concerns: Checklist for Monitoring Instructional Use of Computers
Merilyn Coe

Research on Evaluation Program
Northwest Regional Educational Laboratory
300 SW Sixth Avenue
Portland, Oregon 97204

An Evaluation Handbook for a Computer Education Program
Karen Billings

International Council for Computers in Education
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
$14.00

The **WASHINGTON SCHOOL COUNSELOR ASSOCIATION**

GUIDELINES FOR SELF-STUDY: **COMPREHENSIVE, K-12 COUNSELING AND GUIDANCE SERVICES.**

I. Philosophy and Goals:

A. Each school district shall develop a K-12 comprehensive counseling and guidance plan with a statement of philosophy.

B. Each school building shall develop a counseling and guidance plan that is updated annually and that is based upon the district counseling and guidance goals and philosophy.

C. The building counseling and guidance plan shall contain the following elements:

1. A building needs assessment which:

   a. identifies specific student counseling and guidance needs.
   b. include parent, staff and student input.
   c. identifies needs of specialized populations.

2. Counseling and guidance goals based on the needs identified from the needs assessment. The goals should address academic, educational and career planning, social and emotional areas.

3. The development of specific activities that address the goals of the counseling and guidance services.

4. Vocational and career guidance program, based on the developmental needs at each level.

Do goals/plans exist in the areas specified?	Targeted to building level?	Needs improvement?	Notes

	Do goals/plans exist in the areas specified?	Targeted to building level?	Needs improvement?	Notes
5. The priority of parent involvement and support.				
6. A workable counseling and guidance ratio of students to staff.				
7. The development of a job description that outlines the responsibilities of the counselor based upon district philosophy and the building counseling and guidance plan.				
8. The plan adheres to WAC 180-79-180 Role and Minimum Generic Standards--Educational staff associates--Counselor, and the ethical standards of the America Association for Counseling and Development.				
9. Appropriate evaluation of goals and objectives.				

	Available to students in building?	If not, readily available in community?	Adequate to meet needs?	Needs improvement?	Notes
II. Services:					
A. Individual Counseling, Group Counseling, and Guidance					
1. Developmental Counseling and Guidance					
a. Personal					
(1) Self awareness					
(2) Responsible behavior					
(3) Decision making					
(4) Self discipline					
(5) Coping skills					
b. Social					
(1) Interacting with others					
(2) Acceptance of differences					
(3) Working effectively in groups					
(4) Making and keeping friends					
(5) Refusal skills					
c. Vocational					
(1) Knowledge of the world of work					
(2) Career decision making					
(3) Awareness of resources					
(4) Attitude					
(5) Recognizing assets, limitations and interests as they relate to employment					

	Available to students in building?	If not, readily available in community?	Adequate to meet needs?	Needs improvement?	Notes
d. Educational					
(1) Assist students in the development of their educational plans					
(2) Refer students with special needs					
(3) Knowledge of educational strengths and weaknesses					
(4) Assist with interpretation of aptitude and achievement test results for student placement and awareness					
(5) Priority of parental involvement in the student's educational program					
e. Career and Life Planning					
(1) Leisure time					
(2) Health habits					
(3) Life long learning					
(4) Community service					
(5) Goal setting					
2. Crises/Remedial Intervention for High Risk Students					
a. Academic underachievement					
b. Drop out prevention					
c. Substance abuse					
d. Child abuse/neglect					
e. Pregnancy					
f. Suicide					

	Available to students in building?	If not, readily available in community?	Adequate to meet needs?	Needs improvement?	Notes
B. Consultation					
1. Parent					
2. Faculty					
3. Administration					
4. Community services					
C. Coordination					
1. Referrals					
2. Counseling and guidance services					
3. Career activities					
4. Community services					

TRAFFIC SAFETY EDUCATION

Self-Study Assessment Tool

(Chapter 180-53 WAC)

The initial self-study process within each district shall begin by 9/1/86 and shall be completed for all public schools within the district by the end of the 1990-91 school year. After the initial self-study cycle, cycles of seven years shall follow. The self-study process shall include an emphasis in the following areas:

1. The participation of staff, parents, community members, and students where appropriate to their age.

2. A comprehensive assessment of the instructional program, staff services, learning resources, student activities, and facilities.

3. The development of a plan for program improvement.

Assessment Areas

Curriculum - The curriculum must provide learning experiences which equip students with knowledge capabilities, thought processes, insights and motivations needed for them to become safe and efficient drivers. These qualities are instilled through classroom and laboratory learning activities which are guided by measurable objectives. The best results are obtained when student experiences in the classroom and laboratory experiences are closely correlated in philosophy, content, methods and scheduling.

Statement	Response Yes	Response No	Improvement Plan
1. Does your district have a local curriculum guide?	___	___	
2. Has the local guide been revised in the last five years?	___	___	
3. Does every teacher and instructor in the program have a copy of the guide?	___	___	
4. Do the teacher and instructor use and follow the guide?	___	___	
5. Does the guide include all the concepts listed in WAC 392-153-032?	___	___	

Statement	Response Yes	Response No	Improvement Plan
6. Does the guide include performance objectives appropriate for all the concepts?	___	___	
7. Does the guide include student activities that will enable the student to accomplish the objectives?	___	___	
8. Does the guide include the level of competency the students are to successfully complete for each objective?	___	___	
9. Does the guide include evaluation criteria for the classroom and laboratory instruction?	___	___	
10. Does the guide include evaluation tests covering the objectives?	___	___	
11. Is traffic safety education considered to be an integral part of the school curriculum?	___	___	
12. Do teachers of other subjects integrate traffic safety concepts into their classes?	___	___	
13. Are classroom and laboratory instruction integrated and presented concurrently?	___	___	
14. Are modes of instruction coordinated into an integrated, sequential, orderly pattern of learning experiences?	___	___	
15. Is in-car instruction flexible, allowing for individual differences, abilities and limitations of students?	___	___	
16. Are parents encouraged to provide students with additional supervised practice driving?	___	___	
17. Is parent involvement encouraged and a parent participation guide provided?	___	___	

Instructional Material

1. Are up-to-date textbooks and basic reference materials available? ___ ___

2. Are supplementary teaching materials related to driver and traffic safety education available? ___ ___

3. Are a variety of quality instructional materials available to help students achieve the objectives? ___ ___

Teacher-Instructor - The teacher is the most important factor in a quality traffic safety education program. The teacher's responsibility is to set an example for students and to instill in them the concepts of safety and efficient driving. Additionally, the teacher must create learning situations in which the students acquire skills and knowledge they need to develop towards a responsible attitude toward driving. The closeness of the student-teacher relationship that is developed during the driver education experience will determine, to a great extent, the overall quality of the program, the levels of skill and knowledge gained and the attitude of the young driver toward safety.

Statement	Response Yes	Response No	Improvement Plan
1. Is the instructional staff certified for TSE by the Superintendent of Public Instruction as defined in WAC 392-153-020?	___	___	
2. Does the instructional staff have a satisfactory driving record (checked annually)?	___	___	
3. Does the instructional staff have any disability that would limit their ability to teach those experiences of traffic safety education for which they are responsible?	___	___	
4. Is the classroom and laboratory staff evaluated at least once a year by supervisory personnel?	___	___	

Statement	Response Yes	Response No	Improvement Plan
5. Does the instructional and laboratory staff keep parents informed of program activities and student performances?	___	___	
6. Does the instructional staff keep abreast of new developments through driver education, inservice meetings, professional workshops, and state, regional and national conferences?	___	___	
7. Does the instructional staff possess specific knowledge of dual control car instruction, simulation systems, off-street multiple-vehicle ranges, multi-media systems and related literature?	___	___	
8. Does the instructional staff supervise the care and maintenance of vehicles, simulators, test equipment and other instructional aids?	___	___	

Administration - Quality programs rarely happen by chance. They are largely dependent on the interest and capability of program managers and teachers. Such programs are the product of an organizational formula which features continuous planning, administrative attention, and supervision based on sound policies and practices. They usually enjoy active support by administrations which are directly interested in and concerned with development. The most successful programs are understood and supported by parents and community groups.

Statement	Response Yes	Response No	Improvement Plan
1. Is traffic safety education actively supported by school board members and administrators?	___	___	
2. Do teachers, supervisors and administrators cooperatively plan the program?	___	___	
3. Are teachers selected on the basis of academic and practical preparation, experience, and their professional competency in traffic safety education?	___	___	

Statement	Response Yes	Response No	Improvement Plan
4. Does the school system include adequate funds for instructional materials, equipment and inservice programs for teachers?	___	___	
5. Are goals and objectives of traffic safety education coordinated with the goals of the school and district?	___	___	
6. Is adequate insurance provided for traffic safety education vehicles and occupants?	___	___	
7. Is a person designated as the coordinator for the program?	___	___	
8. Does the district have a written board policy on traffic safety student fees in regard to fee collection for completed, withdrawn, dropped, transferred, and repeating students?	___	___	
9. Does the school maintain the required records on students who enroll and are claimed for state reimbursement?	___	___	
10. Are the records organized by fiscal year (9-1 to 8-31) and kept for seven years?	___	___	
11. Is the program offered at the age when most students are closely approaching or have just reached minimum legal driver licensing age?	___	___	
12. Is appropriate instruction made available to students with special needs, including those who are handicapped or disabled?	___	___	
13. Are students provided less than two hours of classroom instruction and less than one hour of behind-the-wheel instruction during any continuous 24 hour period?	___	___	

Statement	Response Yes	No	Improvement Plan
14. Are academic standards and credit maintained on a par with those of other courses?	___	___	
15. Is credit toward graduation awarded for successful completion of the course?	___	___	

Scheduling

1. During the school year is the course scheduled for at least 9 weeks but not over 18 weeks in length.	___	___	
2. Is the summer course scheduled for at least five weeks in length?	___	___	
3. Are classroom lessons scheduled for two hours or less?	___	___	

Evaluation - Evaluating program effectiveness is an indispensable tool for improving instruction. Evaluation should go beyond student testing and include all program functions to assure that effective and efficient instruction takes place.

Statement	Response Yes	No	Improvement Plan
1. At the onset of instruction, are written criteria for successful course completion given to all students?	___	___	
2. Are students evaluated at frequent intervals?	___	___	
3. Is the program evaluated annually by school administrators and the instructional staff?	___	___	
4. Are student performance records maintained as a guide for program evaluation and to indicate student achievement?	___	___	

Statement	Response Yes	No	Improvement Plan
5. Does the State Superintendent of Public Instruction or regional coordinator evaluate the program yearly and make recommendations for content and financial improvements?	___	___	
6. Do qualified supervisors and/or knowledgeable administrators make regular class visitations and objectively evaluate teaching, as one means of trying to improve instructional quality?	___	___	
7. Are curriculum guides and instructional materials evaluated and revised annually?	___	___	

Facilities - Quality programs are characterized by proper selection and use of instructional facilities, vehicles, equipment and materials. If the program is to accomplish its goals and objectives, these elements must be adequate for the enrollment, properly maintained, and compatible with instructional intent and requirements.

Statement	Response Yes	No	Improvement Plan
1. Are there an adequate number of properly maintained and equipped practice driving vehicles available for all phases of behind-the-wheel laboratory experience?	___	___	
2. Are vehicles loaned from dealers for driver education used solely for instructional purposes within that program?	___	___	
3. Are the responsibilities of the school officials and automobile dealers relating to use of vehicles set forth in written agreements?	___	___	
4. Are all vehicles used for traffic safety education inspected by the Washington State Patrol and have current inspection stickers?	___	___	

Statement	Response Yes	Response No	Improvement Plan
5. Are driver education vehicles equipped with dual controls and other equipment such as identification signs, rearview mirrors, a safety belt for each occupant, and emergency equipment as described in WAC 392-153-025?	___	___	
6. Is a clearly established policy in existence and followed for reporting accidents and damage involving TSE vehicles?	___	___	
7. If a multiple-vehicle range is used, is there adequate equipment for effective communication between teacher and student, as well as sufficient safeguards to assure that the teacher can maintain control?	___	___	
8. If simulation instruction is provided, is equipment maintained in good working order?	___	___	
9. Is an up-to-date TSE textbook, consistent with course content and objectives, readily available to each student throughout the course?	___	___	
10. Is adequate audio visual equipment available when it is required?	___	___	
11. Are audio visual materials used to reinforce, supplement, and improve teacher presentations for both individualized and group instruction?	___	___	

Statement	Response Yes	No	Improvement Plan
12. Are supplementary instructional materials, consistent with program objectives and course content, provided students when appropriate?	___	___	
13. Are practice vehicles and simulation equipment suitably designated/outfitted to meet the needs of each handicapped student?	___	___	

Support - Community support and media relations enable the school to achieve active public backing not only for driver education but also for the entire school and community safety program. After everything administratively feasible is done to assure that the best instructional program is being provided, students, parents, civic clubs, governmental agencies, community leaders and new media people can effectively aid in publicizing the program.

Statement	Response Yes	No	Improvement Plan
1. Do teachers, administrators and others appear before community groups to tell the goals, accomplishments and needs of traffic safety education?	___	___	
2. Is information about the education program provided to the parents?	___	___	
3. Are regular and special news items relating to students, teachers or program provided to the media?	___	___	
4. Are the nature and purpose of traffic safety education interpreted for the community by the school?	___	___	
5. Are community groups working for program improvement actively assisted and encouraged by school personnel?	___	___	
6. Is a variety of communication techniques used to inform parents and the community about the program?	___	___	

Statement	Response Yes	Response No	Improvement Plan
7. Do teachers ensure that safe driving practices are consistently exhibited on streets, highways, in off-street areas, and on special facilities?	___	___	
8. Is proper recognition and publicity provided for dealers who provide vehicles for the program?	___	___	
9. Does a cooperative relationship exist between the school and public agencies having responsibilities in traffic safety education?	___	___	

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

INTRODUCTION

The purpose of this guide is to aid local school districts in doing a self-study and striving for excellence in the programs which are made available to identified highly capable students. It is realized that the development and implementation of a comprehensive district wide program for highly capable students necessitates a long-term commitment. The task is complex regardless of whether a district is one with 10,000 students or 50 students or whether formal services have been available for 20 years or 10 months. However, this guide will assist in identifying the areas needing to be addressed.

This document presents criteria for determining an excellent highly capable students program. Five major program components are considered: (1) Student identification and placement; (2) Student program services; (3) Staff selection, training and support; (4) Program management; (5) Community involvement.

The criteria statements listed in each of the major program components are intended to service as a guide for conducting a self-study of the effectiveness of a local school district's highly capable students program. The determination of the respective categories of "not in place," "in process," "in place," and "exemplary" is done by a program manager and can be used to offer a profile of program development in each of the major program components. Thus, since program development is as required a long-term commitment, it is hoped that this guide will serve to determine priorities and long-term needs and directions. It is recognized that even though a district may identify some statements as "not applicable" at this time, that does not lessen the importance of considering such items.

This document might serve as a basis for program review by a self-study committee. Such a committee may consist of a gifted program coordinator, teacher building administrator, parent, and community member. The actual completion of the criteria statements should be done by the chairperson of the committee. Data from sources such as pre- post-tests, questionnaires, and interviews may contribute to the responses made to different criteria statements.

In addition, the criteria statements which have (*) before them indicate the items which must be in place according to Chapter 392-170 WAC (see attachment). As OSPI monitors highly capable students programs, these statements will be of primary concern.

The State of Washington defines "highly capable students" as meaning those students who have been identified to have superior intellectual ability as demonstrated by one or more of the multiple criteria specified in WAC 392-170-035. The multiple criteria focus upon (WAC 392-170-040):

1. Cognitive ability: defined as the complete range of intellectual functions referred to as intellect, intelligence, or mental abilities and includes such psychological concepts as thinking, abstract reasoning, problem solving, verbal communication comprehension, and numerical reasoning.

2. Specific academic achievement: defined as obtained results on an achievement test appropriate to discriminate academic performance at high levels of achievement in one or more of the following content areas: reading, mathematics, social studies, language arts, and/or science.

3. Exceptional creativity: refers to the demonstration of unusual problem solving ability or other learning characteristics which indicate to teachers, parents, or classmates that the student has the intellectual potential to perform academically at a level significantly higher than the norm for the chronological grade level.

As a result of the focus of the Washington State definition, programs specifically serving students identified using the multiple criteria stated in the WAC, need to emphasize academic giftedness, creative problem solving, abstract reasoning. This is not to say that a local district cannot serve other talent areas; however, that is done as a local option.

In summary, the Highly Capable Students Program Guide may serve such purposes as: (1) a tool for conducting a yearly update of a local program, (2) a way of involving a school board in reviewing a gifted program, (3) a foundation for local program evaluation with possible expansion by a self-study committee, (4) a tool for doing long range program planning, and/or (5) a guide for developing a new program. This document is NOT intended to formulate new policy but rather to be a guide for programming.

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

1. **PROGRAM AREA:** STUDENT IDENTIFICATION AND PLACEMENT

The identification and placement process should ensure that all highly capable students are identified so that they can be appropriately served.

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
1.1. *Nominations are accepted from any source, including teachers, other staff, parents, students, and members of the community.	_____	_____	_____	_____
1.2. *A screening procedure is defined and is applied equitably and systematically to all nominated students.	_____	_____	_____	_____
1.3. *Qualified district personnel use at least one source for each of the multiple criteria:				
- Cognitive ability measure,	_____	_____	_____	_____
- Specific academic achievement measure,	_____	_____	_____	_____
- Creative behavioral characteristic documentation, e.g., teacher and/or parent checklist.	_____	_____	_____	_____
1.4. *A procedure exists for assuring nondiscriminatory practices in the identification process (WAC 392-170-060 and 064) as it relates to race, national origin, sex, religion or socio-economic qualities.	_____	_____	_____	_____
1.5. *A multidisciplinary selection committee consisting of at least the following:				
- A classroom teacher or gifted program teacher,	_____	_____	_____	_____
- A psychologist or other qualified practitioner,	_____	_____	_____	_____
- A district administrator,	_____	_____	_____	_____
- Other _____ (specify).	_____	_____	_____	_____
1.6. There is an ongoing process for referral of an individual to the program.	_____	_____	_____	_____
1.7. The role of the multidisciplinary selection committee is defined.	_____	_____	_____	_____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
1.8. *Selection of the most highly capable students is based upon school district policies and procedures adopted by the board of directors.	_____	_____	_____	_____
1.9. Identification criteria and data relate to the type of program placement needs.	_____	_____	_____	_____
1.10. The process for appeal of identification and/or placement decisions is available in written form.	_____	_____	_____	_____
1.11. There is assurance that no single assessment instrument prevents a student from being placed in a program.	_____	_____	_____	_____
1.12. A review process is used to determine the effectiveness in identifying students who reflect the total student population for the district				
- by gender	_____	_____	_____	_____
- by ethnic group	_____	_____	_____	_____
1.13. Signed parental permission forms for assessment and placement are on file.	_____	_____	_____	_____
1.14. *Parents of participating students are informed of placement decisions.	_____	_____	_____	_____
1.15. A procedure for change in a student's placement into or exit from a program is defined and allows for staff, parent and, where appropriate, student input.	_____	_____	_____	_____
1.16. Information regarding characteristics, identification process and procedures is disseminated to interested community members and all staff.	_____	_____	_____	_____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

2. **PROGRAM AREA:** STUDENT PROGRAM SERVICES

An appropriate program for highly capable students reflects modification of content, use of instructional strategies, and flexibility in the learning environment.

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
2.1. Educational program content has been modified in the following ways:				
- Provides access to advanced, abstract interdisciplinary subject matter which focuses on major concepts and issues,	____	____	____	____
- Provides for exploration of areas of interest,	____	____	____	____
- Provides for development of creative ability,	____	____	____	____
- Provides experience to enhance leadership skills	____	____	____	____
- Provides for development of problem solving skills.	____	____	____	____
2.2. The following instructional strategies are used:				
*- Written program description which relates to each student's needs and capabilities,	____	____	____	____
- Planning for each student's social/ emotional growth,	____	____	____	____
- Means for demonstrating proficiency in key regular curriculum concepts, e.g., SLO's, mastery learning,	____	____	____	____
- Opportunities for appropriate academic acceleration,	____	____	____	____
- Learner involvement in educational decision making occurs and may include the following:				
- choice of materials, activities, and/or content,	____	____	____	____
- self-evaluation of products and processes,	____	____	____	____
- provision of diverse opportunities to create and invent in areas of individual interest,	____	____	____	____
- choice of strategies and modalities to approach content,	____	____	____	____
- choice of outcomes and/or forms of products.	____	____	____	____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
- Teacher involvement as a facilitator of learning and a manager of resources occurs and may include the following:				
- providing a structure in which students are active participants,	____	____	____	____
- using an inquiry approach,	____	____	____	____
- demonstrating a continuing development of one's own knowledge base,	____	____	____	____
- providing an environment in which continuous learning is valued and sought,	____	____	____	____
- providing a climate which encourages creativity and appropriate intellectual risk taking.	____	____	____	____
- Promotion of an early development of the individual student as an independent and interdependent learner occurs, and may include the following:				
- research methods,	____	____	____	____
- problem-solving,	____	____	____	____
- evaluation of independent study projects using criteria determined by both the student and the teacher	____	____	____	____
- experience creating functional and/or aesthetic products.	____	____	____	____
- Use of higher level thinking skills occurs and may include:				
- convergent and divergent production,	____	____	____	____
- questioning strategies which focus on analysis, synthesis, and evaluation,	____	____	____	____
- problem seeking as well as problem solving,	____	____	____	____
- predicting, hypothesizing, collecting and verifying data, and forming supportable conclusions,	____	____	____	____
- complex and abstract reasoning.	____	____	____	____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
- Opportunities for students to interact with intellectual peers occurs.	____	____	____	____
- A systematic approach is used to make appropriate modifications in each identified student's regular educational program.	____	____	____	____
2.3. A supportive learning environment is developed which may include the following:				
- Support services are available to identified students, e.g., counseling, addressing particular needs.	____	____	____	____
- Administrative arrangements are used which promote interaction among gifted students and their intellectual peers as well as among their chronological peers.	____	____	____	____
- Resources beyond the school setting are used on a regular basis to provide appropriate educational experiences for highly capable students and may include:				
- community agencies,	____	____	____	____
- cultural programs	____	____	____	____
- industrial, corporate and/or business locations	____	____	____	____
- colleges or universities,	____	____	____	____
- experts in various fields,	____	____	____	____
- parents	____	____	____	____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

3. **PROGRAM AREA:** STAFF SELECTION, TRAINING AND SUPPORT

Staff development for all educators in the district will help create a climate which is supportive to the unique needs of gifted students in the regular school environment. Further intensive training for teachers in highly capable student programs is essential for program success.

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
3.1. A process which is consistent with local school district practices in hiring other program specialists is used for selecting appropriate teachers for highly capable students.	____	____	____	____
3.2. Staff development is provided for a variety of professional audiences, such as teachers of highly capable students, regular classroom teachers, administrators, and support personnel, e.g., counselors, librarians, P.E. teachers, etc.	____	____	____	____
3.3. Additional training which addresses specific ways to differentiate instruction and to develop curriculum appropriate for highly capable students is made available to teaching specialists, administrators and supervisory staff.	____	____	____	____
3.4. Teachers working with highly capable students are provided intensive and ongoing staff development pertaining to educational implications of the characteristics of giftedness and appropriate teaching/learning strategies.	____	____	____	____
3.5. Teachers are given the opportunity to interact with other teachers of highly capable students, e.g., within the district, through ESD cooperatives, at state and regional conferences.	____	____	____	____
3.6. Teachers working with highly capable students are provided release time for program planning and all curriculum development.	____	____	____	____

CRITERIA FOR EXCELLENT PROGRAMS FOR HIGHLY CAPABLE STUDENTS

4. **PROGRAM AREA:** PROGRAM MANAGEMENT

The focus of program management efforts should be to provide a structure which enables and supports the implementation of the highly capable program as an integral part of the total educational program available through the local school district.

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
4.1. There is a district wide comprehensive program plan, for all grade levels, which includes the following:				
- Philosophy and/or purpose statement,	_____	_____	_____	_____
- Goals and objectives,	_____	_____	_____	_____
- Evaluation of objectives,	_____	_____	_____	_____
- Timeline of implementing (when appropriate)	_____	_____	_____	_____
4.2. There are job descriptions and/or defined program responsibilities for professionals working with highly capable students, e.g., teaching specialist, supervisor, administrator, etc.	_____	_____	_____	_____
4.3. There is a program budget which is consistent with program goals.	_____	_____	_____	_____
4.4. There is a school board policy supporting the highly capable students program as an integral part of the regular educational program.	_____	_____	_____	_____
4.5. There is an advisory committee which may include: staff, parents, school board of directors member, administrators, and/or community representatives.	_____	_____	_____	_____
- Role of advisory committee is defined.	_____	_____	_____	_____
4.6. There is a defined and implemented curriculum which provides for scope, sequence and articulation with service or building levels.	_____	_____	_____	_____
4.7. There is a way to design and implement appropriate program options for all identified students, e.g., mentorships, acceleration, clustering, etc.	_____	_____	_____	_____

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
4.8. *An End-of-Year Report is submitted to OSPI annually.	_____	_____	_____	_____
4.9. *There is on file, a description of the educational program provided for each student selected, e.g., reflects a student's needs, ability and objectives.	_____	_____	_____	_____
4.10. There is a comprehensive program evaluation conducted at least biennially and includes:				
- use of pre- post-test data,	_____	_____	_____	_____
- a survey of parents with students in program	_____	_____	_____	_____
- a survey of regular classroom teachers,	_____	_____	_____	_____
- a survey of administrators,	_____	_____	_____	_____
- a survey of students served,	_____	_____	_____	_____
- a program review committee.	_____	_____	_____	_____

5. PROGRAM AREA: COMMUNITY INVOLVEMENT

It is recognized that this program component is an integral part of the other four components. However, identifying separate aspects of community involvement emphasizes the value of such a thrust.

CRITERIA STATEMENTS	NOT IN PLACE	IN PROCESS	IN PLACE	EXEMPLARY
5.1. There is a clearly stated process for parents and interested community persons to confer with local school district staff on such issues as student identification and placement, and student progress.	_____	_____	_____	_____
5.2. There are efforts to increase citizen awareness and community support for the highly capable students program.	_____	_____	_____	_____
5.3. There is an effort to use community resources.	_____	_____	_____	_____

MOST COMMONLY ASKED QUESTIONS

QUESTION: What is the relationship of self-study to accreditation?

ANSWER: Self-study is a mandated process for all school buildings in the state of Washington. Accreditation is an additional optional process. A self-study may be used for the first steps of accreditation.

QUESTION: Do the commercial models developed for improving school effectiveness or school climate satisfy the self-study requirements?

ANSWER: They may. It is your responsibility to review the requirements in WAC 180-53-025 and compare them with the content of the commercial model to see if the requirements are satisfied. If one or more of the requirements set forth in WAC 180-53-025 are not met by the commercial model, you will need to modify or supplement the commercial model.

QUESTION: If we need technical assistance, whom can we contact?

ANSWER: There is a contact/resource person at each ESD. Call your ESD to identify this person. You may also call the OSPI Self-Study Office at (206) 586-4512 or SCAN 321-4512. One of the most valuable sources of technical assistance is your peers who have conducted a self-study previously. To identify which of your peers has completed a self-study, contact your ESD self-study contact person.

QUESTION: What are the monitoring, reporting and auditing requirements?

ANSWER: You are referred to Appendix, WAC 180-53-50-55. The only requirements related to monitoring, reporting and auditing are set forth there.

QUESTION: What does the "participation requirement" really mean?

ANSWER: It means that in some way the specified participants are involved in the assessment. Participants are not necessarily involved in all areas of the assessment.

QUESTION: How much depth and breadth do we have to give to each of the required areas?

ANSWER: The emphasis you give to each area is a building decision. You may emphasize the areas equally or give greater emphasis to specific areas.

QUESTION: Does the improvement plan have to cover multiple years or just one year?

ANSWER: This again is a building decision. You may want to write a plan for just one year or you may want to take all the areas that were identified as needing work and develop an improvement plan which covers multiple years. The length of the plan is a building decision.

QUESTION: What does the term "comprehensive assessment" mean?

ANSWER: "Comprehensive assessment" means that all areas specified in WAC 180-53-025 are assessed.

QUESTION: What is the cost of conducting a self-study?

ANSWER: A number of variables must be taken into consideration such as released days for steering committee members, commercial consultant fees, printing costs or secretarial expenses. Experience suggests that expenses range from a few hundred to several thousand dollars if commercial consultant-models are used.

QUESTION: Our vocational education program has a federally mandated program review every five years. The self-study is to be conducted initially once in five years and then once every seven years. How can we coordinate these program requirements to avoid duplication of effort?

ANSWER: The easiest way is to schedule your self-study and the vocational program review in the same year--that is, do your self-study every five years. If this is not what you'd like to do, then you can use data not older than three years in which you still have confidence, in your self-study. Therefore, do your self-study within three years following your vocational program review.

Chapter 180-53 WAC
EDUCATIONAL QUALITY--SELF-STUDY BY SCHOOL DISTRICTS

WAC

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180-53-060	Waiver for economic reasons.
180-53-065	Waiver of the initial self-study cycle.

WAC 180-53-005 Authority. The authority for this chapter is RCW 28A.58.085, which authorizes the state board of education to develop rules and regulations governing procedural criteria for a self-study process of educational quality for all public schools within each district. [Statutory Authority: RCW 28A.58.085. 86-20-054 (Order 12-86), § 180-53-005, filed 9/29/86. Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-005, filed 12/2/85.]

WAC 180-53-010 Purpose. The purpose of this chapter is to set forth procedural criteria for the implementation of an educational quality self-study process by school districts that places emphasis upon:

(1) Achieving educational excellence and equity;

(2) Building stronger links with the community; and

(3) Reaching consensus upon educational expectations through community involvement and corresponding school management. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-010, filed 12/2/85.]

WAC 180-53-020 Self-study schedule. Each school district board of directors shall develop a schedule and process by which each public school within its jurisdiction shall undertake self-study procedures in compliance with this chapter on a cyclical basis. For the purpose of this section each school district shall determine what constitutes a public school as long as all instructional programs offered by the district, for example, those provided by contractual or cooperative agreements, are included in the self-study process. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-020, filed 12/2/85.]

WAC 180-53-025 Self-study criteria. The self-study process shall include an emphasis in the following areas:

(1) The participation of staff, parents, community members, and students where appropriate to their age;

(2) A comprehensive assessment of the instructional program, staff, services, learning resources, student activities, and facilities; and

(3) The development of a plan for program improvement.

Public schools that are accredited pursuant to the self-study procedures of the state board of education or the Northwest Association of Schools and Colleges as specified in chapter 180-55 WAC shall be judged to have complied with the criteria stated above. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-025, filed 12/2/85.]

WAC 180-53-030 Elementary school--Joint self-study process. A school district may allow two or more elementary schools, i.e., containing no grades above grade eight, within its jurisdiction to conduct the self-study process jointly. For the purposes of this section each district board of directors shall determine what constitutes an elementary school. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-030, filed 12/2/85.]

WAC 180-53-035 Initial self-study cycle. The initial self-study process within each district shall begin by September 1, 1986, and shall be completed for all public schools within the district by the end of the 1990-91 school year unless a waiver has been granted pursuant to WAC 180-53-060 or 180-53-065. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-035, filed 12/2/85.]

WAC 180-53-040 Self-study cycles. The initial self-study cycle shall be known as cycle 1 and run from the beginning of the 1986-87 school year until the end of the 1990-91 school year. After the initial self-study cycle, cycles of seven years shall follow. For example, cycle 2 shall begin with the 1991-92 school year and run until the end of the 1997-98 school year, and cycle 3 shall begin with the 1998-99 school year and run until the end of the 2004-2005 school year. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-040, filed 12/2/85.]

WAC 180-53-045 Initial self-study cycle plan--Report to superintendent of public instruction. Each school district shall report to the superintendent of public instruction by May 31, 1986, a plan for the implementation of a self-study in each public school within

the district's jurisdiction for the initial self-study cycle. The report shall include:

(1) A schedule for self-study;

(2) Assurance that the self-study criteria specified in WAC 180-53-025 will be implemented;

(3) Identification of each public school for which the initial self-study cycle is waived pursuant to WAC 180-53-065; and

(4) Whether a waiver is being requested for economic reasons pursuant to WAC 180-53-060. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-045, filed 12/2/85.]

WAC 180-53-050 Subsequent self-study cycle plan--Report to superintendent of public instruction. Each school district shall report to the superintendent of public instruction, by May 31 of the final year of a self-study cycle, a plan for the implementation of a self-study in each public school within the district's jurisdiction during the next self-study cycle. The report shall include:

(1) A schedule for self-study;

(2) Assurance that the self-study criteria specified in WAC 180-53-025 will be implemented; and

(3) Whether a waiver is being requested for economic reasons pursuant to WAC 180-53-060. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-050, filed 12/2/85.]

WAC 180-53-055 Annual report--To superintendent of public instruction. Each district shall annually report to the superintendent of public instruction by May 31 on the scheduling and implementation of the self-study activities in each public school. The report shall contain the following:

(1) Dates of self-study completion;

(2) Assurance that the self-study criteria specified in WAC 180-53-025 have been met;

(3) An indication of the self-study model implemented, for example, the input/standards assessment (WAC 180-55-055), the process/outcome analysis (WAC 180-55-060), the *Evaluative Criteria* published by the National Study of School Evaluation, or district developed procedure; and

(4) Whether a waiver is being requested for economic reasons pursuant to WAC 180-53-060. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-055, filed 12/2/85.]

WAC 180-53-060 Waiver for economic reasons. A district may petition the state board of education for a waiver from a self-study cycle for any or all of the schools in its jurisdiction for economic reasons. The state board of education shall grant a waiver if the district in its petition demonstrates that sufficient funds are not available to operate all mandatory instructional programs and to complete the self-study process. Such demonstration shall provide evidence that one or more of the following requirements for entitlement to basic education allocation funds (chapter 180-16 WAC) cannot be met:

(1) Total program hour offerings--basic skills and work skills (WAC 180-16-200);

(2) Classroom teacher contact hours (WAC 180-16-205);

(3) Kindergarten through grade 3 students to classroom teacher ratio (WAC 180-16-210);

(4) Minimum one hundred eighty school day year (WAC 180-16-215);

(5) Students to certificated staff ratio (WAC 180-16-220(1)); and

(6) Adequate provision for health and safety of all pupils (WAC 180-16-240 (2)(g)). [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-060, filed 12/2/85.]

WAC 180-53-065 Waiver of the initial self-study cycle. The initial self-study cycle shall be waived for any school which has successfully completed an official accreditation process or a similar assessment during the 1983-84, 1984-85, or 1985-86 school year. An official accreditation process shall be defined as one sponsored by the state board of education or the northwest association of schools and colleges. To qualify as a similar assessment the self-study process shall meet the purposes specified in WAC 180-53-010 and the self-study criteria specified in WAC 180-53-025. Districts shall indicate which public schools have complied with this section pursuant to WAC 180-53-045. [Statutory Authority: 1985 c 349 § 2. 85-24-055 (Order 22-85), § 180-53-065, filed 12/2/85.]

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IPS/614/87